

CORONA-NORCO UNIFIED SCHOOL DISTRICT EDUCATIONAL TECHNOLOGY PLAN JULY 1, 2011 – JUNE 30, 2014

APPROVED BY
CORONA NORCO UNIFIED SCHOOL DISTRICT'S BOARD OF EDUCATION
[Insert Date](#)

District Phone Number:	(951) 736-5000
District Address:	2820 Clark Ave. Norco, Ca 92860
Contact Name:	Ben Odipo, Chief Technology Officer
Contact Phone Number:	(951) 736-5190
Contact E-mail:	bodipo@cnusd.k12.ca.us
Contact Name:	Dr. Greg Plutko, Deputy Superintendent
Contact Phone Number:	(951) 736-5190
Contact E-mail:	gplutko@cnusd.k12.ca.us

Corona-Norco Unified School District

Educational Technology Plan 2010 - 2014

Table of Contents

	District Profile.....	4
1	Plan Duration	6
2	Stakeholders	7
3	Curriculum Component Criteria	9
3a	Teachers' and Students' Current Access.....	9
3b	Current Use of Hardware and Software.....	11
3c	Summary of District's Curricular Goals.....	22
3d	Goals, Objectives, Benchmarks, and Implementation Plan for Improving Teaching and Learning by Supporting the District Curricular Goals.....	30
3e	Goals, Objectives, Benchmarks, and Implementation Plan Describing How and When Students will Acquire Technology Skills.....	36
3f	Goals, Objectives, Benchmarks, and Implementation Plan Describing How the District will Address Appropriate and Ethical Use of Information technology.....	39
3g	List of goals and Implementation Plan that Describes how the District will Address Internet Safety.....	41
3h	Description of or Goals about the District's Policy That Ensures Equitable technology Access for all Students.....	40
3i	Goals, Objectives, Benchmarks, and Implementation Plan to Use Technology to make Student Recording Keeping and Assessment More Efficient and Supportive to teachers.....	47
3j	Goals, Objectives, Benchmarks, and Implementation Plan to use Technology to Improve Two-Way Communication between Home and School.....	49
3k	Process used to Monitor the Curricular Component Goals, Objectives, Benchmarks, and Implementation Plans.....	52
4	Professional Development Component Criteria	53
4a	Summary of teachers' and Administrators Current technology Skills.....	53
4b	Goals, Objectives, Benchmarks, and Implementation Plan for Providing Professional Development Opportunities.....	65
4c	Process used to Monitor the Professional Development Goals, Objectives, Benchmarks, and Implementation Plans.....	70
5	Infrastructure, Hardware, Technical Support, and Software Component Criteria	71
5a	Existing Hardware, Internet Access, Electronic Learning Resources, and Technical Support Already in Place.....	72
5b	Describe Technology hardware, Electronic Learning Resources, Networking, Infrastructure, Physical Plant Modifications, and Technical Support Needed to Support the Plan.....	81
5c	Annual Benchmarks for Obtaining Hardware, Infrastructure, Learning Resources, and Technical Support Needed to Support the Plan.....	84
5d	Process used to Monitor the Annual Benchmarks.....	86
6	Funding and Budget Component Criteria	87
6a	List of Potential Funding Sources.....	87
6b	Estimated Annual Implementation Costs.....	88

6c	District's Replacement policy for Obsolete Equipment.....	89
6d	Process used to Monitor EdTech funding, Implementation Costs, New Funding Opportunities, and to Adjust Budgets as Necessary.....	89
7	Monitoring and Evaluation Component Criteria	90
7a	Process for Evaluating the Plan's Overall Progress and Impact on Teaching and Learning.....	90
7b	Schedule for Evaluating the Plan's Implementation.....	90
7c	Process and Frequency of Communicating Evaluation Results to all Stakeholders.....	90
8	Effective Collaborative Strategies with Adult Literacy Providers to Maximize the Use of Technology Criterion	92
8a	Description of How Adult Literacy Program is Developed in Collaboration with Them.....	92
9	Effective, Research-Base Methods, Strategies, and Criteria	96
9a	Summary of Relevant Research and Description of How it Supports the Plan.....	96
9b	District's Plan to Use technology to Extend or Supplement the District's Courses, Including Distance-Learning technologies.....	104
	Appendix C – Criteria for EETT Funded Technology Plans.....	105
	Appendix I – Educational Technology Plan Benchmark Review.....	110
	Appendix N – NETS Standards for Students, Teachers, and Administrators.....	113
	Appendix O – Table of Figures.....	120
	Appendix P – Document Tables.....	121
	Appendix Q – Minimum Computer Standards.....	122
	Appendix R – CNUSD WAN Network Diagram.....	124

District Overview

The Corona-Norco Unified School District (CNUSD) is located approximately forty-five miles southeast of Los Angeles, California, in the western section of Riverside County. The area served by the District continues to experience rapid growth, and has developed from an agriculturally-oriented center to a residential commuter-based community with local diversified operations.

CNUSD serves approximately 55,000 students on a variety of elementary, intermediate, and high school campuses (see Table 1). Elementary schools serve grades K-6, intermediate schools serve grades 7-8 and high schools serve grades 9-12. Caesar Chavez, El Cerrito Middle School and Raney Intermediate are exceptions as they have specialized programs that serve students in grades K-8 or 6-8 respectively.

Table 1 - CNUSD School Sites

Elementary Schools	
Adams Elementary	McKinley Elementary
Anthony Elementary	Norco Elementary
Barton Elementary	Orange Elementary
Cesar Chavez Elementary – K-6 (K-8 beginning July, 2011)	Parkridge Elementary
Corona Ranch Elementary	Prado View Elementary
Coronita Elementary	Riverview Elementary
Eastvale Elementary	Rosa Parks Elementary
Eisenhower Elementary	Sierra Vista Elementary
Foothill Elementary	Stallings Elementary
Franklin Elementary	Temescal Valley Elementary
Garretson Elementary	Todd Elementary
Harada Elementary	Vicentia Elementary
Highland Elementary	Washington Elementary
Home Gardens Elementary	Wilson Elementary
Jefferson Elementary	VanderMolen Elementary
Lincoln Alternative Elementary	Victress Bower

Intermediate Schools	
Auburndale Intermediate	Norco Intermediate
Citrus Hills Intermediate	Raney Intermediate

Corona Fundamental Intermediate	River Heights Intermediate
El Cerrito Middle	Ramirez Intermediate – Opening July, 2011

Comprehensive High Schools	
Centennial High	Santiago High
Corona High	Roosevelt High
Norco High	

Alternative Schools	
Lee Pollard High	Orange Grove High
J.F. Kennedy High	CNUSD Adult Education

The District is expected to grow to approximately 60,000 students by 2013. In order to accommodate the enrollment, a master facility plan has been developed and the District plans to construct three additional elementary schools, one intermediate school and one comprehensive high school.

Tables 2-7 present a summary of District data as an overview of the District demographics.

Table 2 - Population Percentages by Ethnicity for 2009/2010

	American Indian	Asian	Pacific Islander	Filipino	Hispanic	African American	White	Multiple Responses
Enrollment	165	3,393	177	1,372	26,091	3,296	16,536	2,180
Percent of total	0.3%	5.4%	0.5%	2.1%	48.5%	5.8%	35.1%	2.3%

Table 3 - Certificated Staff and Per Pupil Ratios for 2009/2010

	Number of Staff	Full-Time Equivalents	Per-Pupil Ratio
Administrators	153	152.2	325.9
Pupil Services	159	156.0	313.6
Teachers	2329	2315.6	21.4

Table 4 - Academic Performance Index Growth

Number of students included in 2009 API	2009 Growth	2008 Base API	2008-09 Growth
37,764	791	776	+15

Table 5 - Special Program Enrollment as of September 10, 2009

English Learners (EL)	7,986
Special Education	6,332
Gifted And Talented Education (GATE)	3,935

1. Plan Duration

This Educational Technology Plan (ETP) will guide the Corona-Norco Unified School District's use of education technology for a three year period beginning July 1, 2011 and ending June 30, 2014. It serves as both the Enhancing Education Through Technology (EETT) education technology plan and the E-rate plan for the district. It will be approved by the district Board of Education. This plan contains goals, benchmarks and timelines that cover all three years and address the thirty-two required criteria for state approval.

2. Stakeholders

2a. Description of how a variety of stakeholders from within the district and the community-at-large participated in the planning process.

Table 7 - CNUSD Board of Education

John Zickefoose	Cathy L. Sciortino
Michelle Skipworth	Jose Lalas
Bill Newberry	

A Central Writing Team, consisting of district office representatives and teachers, worked with other district and community representatives over a three-month period to develop the plan. The Central Writing Team is:

Table 8 – Central Writing Team

Name	Title	Affiliation
Ben Odipo	Chief Technology Officer	CNUSD
Colleen Hawkins	Director, Education Services	CNUSD
Brad Hellickson	Project Coordinator / Teacher	CNUSD
Troy Shaddox	Supervisor, Information Technology	CNUSD
Ray Waller	Education Technology Specialist / Teacher	CNUSD
Angela Helmer	Teacher	CNUSD
Karen DeBerry	Teacher	CNUSD

In addition to the Central Writing Team, an Educational Technology committee was established to assist in the development of the plan. The Educational Technology Committee consisted of district office staff, school site administration, teachers, and local community members. The committee met twice, during which time they contributed recommendations and feedback to the plan. The district's current use of technology, emerging trends, professional development, and researched-based methods and strategies were discussed. In addition, a Microsoft Sharepoint site was established to further facilitate collaboration and discussion within the committee.

Table 9 – Educational Technology Committee

	Name	Site	Level	Position
1	Colleen Hawkins	Educational Services	District Office	Director
2	Owen Crosby	Corona High School	District Office	Principal
3	Ben Odipo	Information Technology	District Office	Chief Tech Officer
4	Troy Shaddox	Information Technology	District Office	Tech Supervisor
5	Angela Helmer	Todd Elementary School	Elementary	Teacher
6	Karen DeBerry	VanderMolen Elementary School	Elementary	Teacher
7	Joe Almasy	Orange Grove High School	High School	Principal
8	Ryan Lewis	Ramirez Intermediate School	Intermediate	Principal
9	Mike Ridgway	Lee Pollard High School	High School	Principal
10	April Moore	Corona High School	High School	Asst Principal
11	Peter D'Agostino	Auburndale Intermediate School	Intermediate	Teacher
12	Ryan Reider	Chavez K-8	Elementary	Principal
13	Chris Shipley	Eisenhower Elementary School	Elementary	Teacher
14	Ray Waller	Information Technology	District Office	TSA
15	Katherine Zook	Santiago High School	High School	Teacher
16	Brad Hellickson	Educational Services	District Office	TSA

In addition to stakeholder representatives shown in Table 9, the Technology Planning Team also worked with additional stakeholders (see Table 10) to gather input during the development of the plan.

Table 10 - Additional Stakeholders

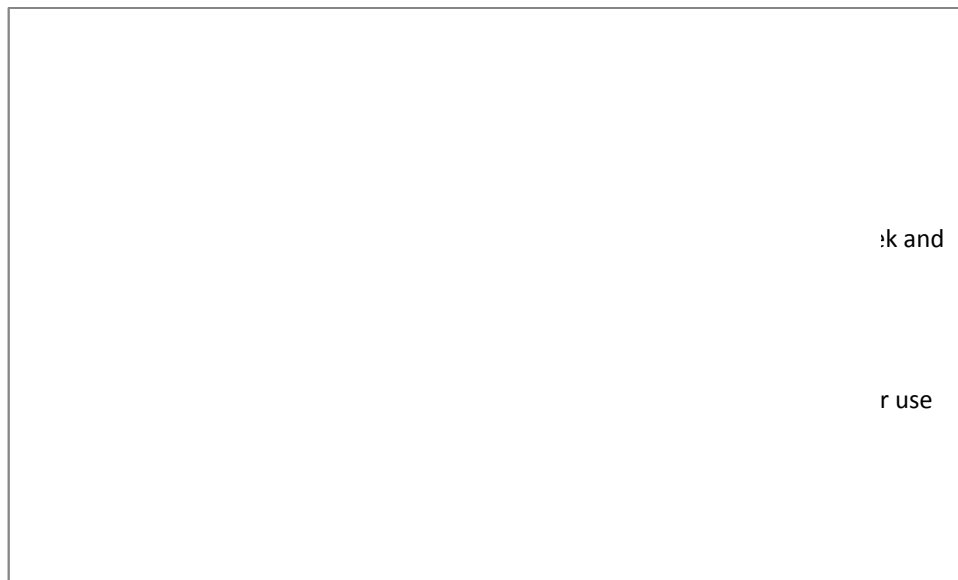
Name:	Title:	Affiliation:
Jenny Thomas	Project Specialist	CTAP
Gretchen Dougherty	Executive Vice President	CNUSD PTA Council
Jennifer Rodela	Parent	Centennial High School
Shelly Larez	Treasurer / Parent	CNUSD PTA Council
Kevin Russell	1 st Vice President	CNUSD PTA Council
Patti Anders	Parent	Corona High School
Frances Martinez	Parent	Foothill Elementary
Cynthia Rodriguez	President	Corona High PTSA

The Chief Technology Officer and the Directors of Educational Services will be responsible for implementation of the plan. Members of the Educational Technology Committee will review and evaluate the progress of the plan and report to the stakeholders annually. The ETP will be available on the district web site for community members to view.

3. Curriculum Component

3a. Description of teachers' and students' current access to technology tools during the school day and outside of school hours.

The Corona-Norco School District (CNUSD) has an ongoing focus on technology for both students and staff. Figure 1 contains data from the fall 2010 district wide Technology Assessment Profile. In this area, 71% of teachers indicated that they used

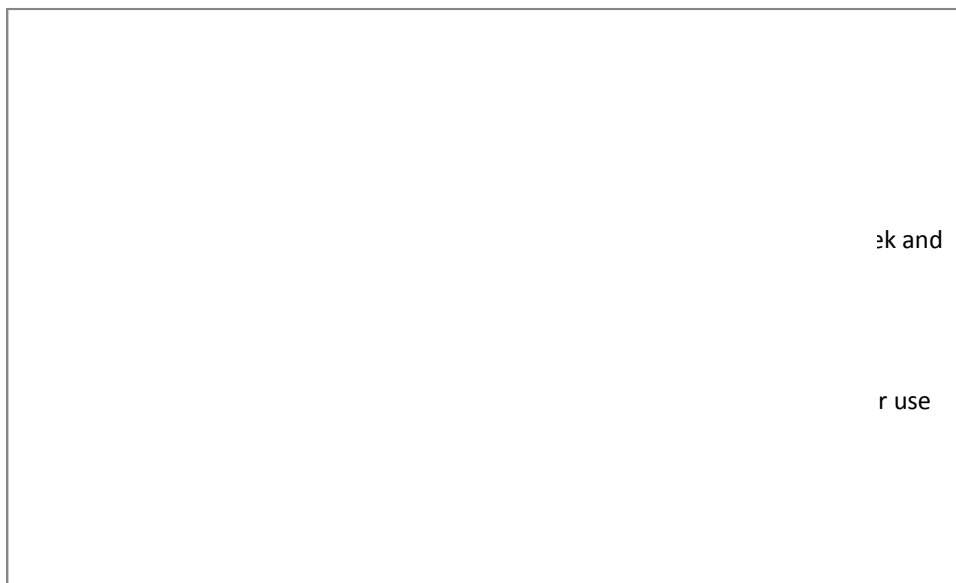


technology as a tool for teaching and learning at least monthly. CNUSD believes that integration of technology in the curriculum enhances the educational experience of

students by providing a more engaging learning environment. Technology is incorporated across the curriculum through the use of various types of software and hardware. CNUSD is currently updating all core area pacing guides, aligning suggested use of technology resources with content and including reference to NETS standards. All students and teachers in CNUSD have individual network access accounts, Discovery Streaming student accounts and CTeWriter accounts. To centralize educational materials, CNUSD has created and maintains a SharePoint Intranet access portal. Through SharePoint every discipline and grade level is provided with a clearinghouse to store lesson materials, pacing guides and assessment documents. CNUSD's Special Education Department works with sites to support the special needs of students with IEPs or 504s. The IEP/504 plan ensures that appropriate technologies, if needed, are available to students with special needs. This process allows the district to maintain ADA compliance.

During the 2009-2010 school year CNUSD updated the districts WAN providing a fiber

optic connection and upgrading network infrastructure to 1000 Mbps at each school site to support the increasing network demands that instructional technology has placed on the districts infrastructure. CNUSD also maintains a constant vigilance for new technology tools and has piloted the use of handheld devices in the classroom along with a variety of other emerging technology learning tools. Although the amount and type of technology may vary from site to site, all students have access to technology as new schools are built, infrastructure, computers and new technology will be provided maintaining a 5:1 student to internet connected computer ratio district wide.

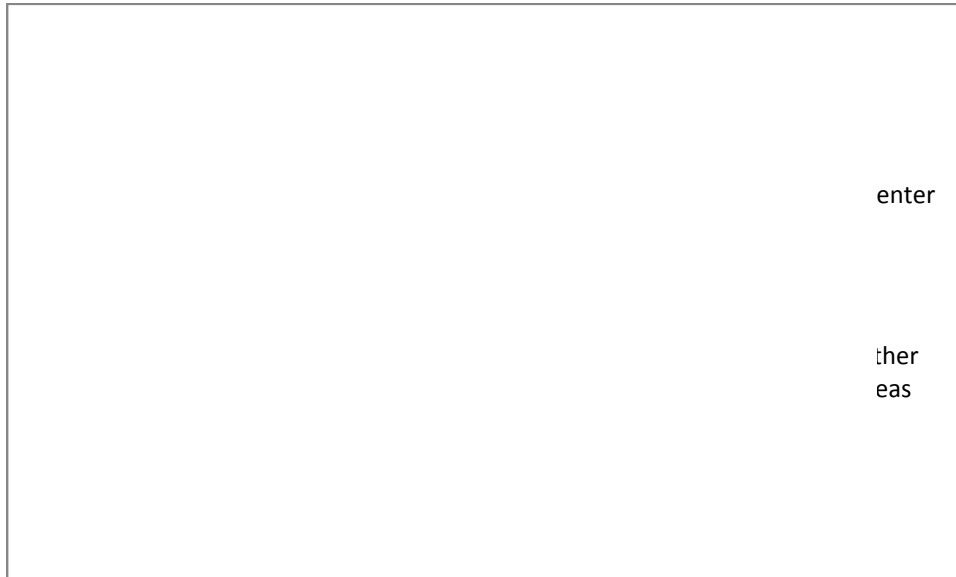


All CNUSD computers are connected to the Internet and district wide area network (WAN). Each teacher has a networked computer workstation in the classroom and

many have an LCD projector. In schools where each teacher is not equipped with an LCD projector, Library Media centers have units available for checkout. In addition, most computers print to a dedicated printer or a networked printer. The 2010 Technology Assessment Survey indicated 44% of teachers in CNUSD utilized classroom presentation equipment at least monthly regularly in their classrooms (Figure 2). Sixteen percent indicated that they did not have access to such equipment. CNUSD is committed to increasing and maintaining the availability of tools such as LCD projectors for instructional use.

In addition to offering services to students and staff throughout the school day, Library Media centers at all levels are generally open before school and after school. The hours

may vary from site to site. Students have additional access to technology after school and on the weekends at the public libraries in Corona and Norco as well. Additionally, several sites have partnerships with Riverside County, therefore allowing the site's library to be opened after school, evenings, and on weekends.



Technology Assessment data from 2010 (figure 3) indicates the three common places where students can use technology for classroom assignments. As shown in figure 2,

39% of district teachers stated that their students used technology tools in the computer lab to complete assignments. Thirty-eight percent of district teachers stated that their students used technology tools in the classroom to complete assignments and 23% stated that their students used technology tools in the Library Media Center to complete assignments.

3b. Description of the district's current use of hardware and software to support teaching and learning.

A summary of the data collected from the 2010 EdTech Profile Technology Proficiency Assessment follows. This data describes how administrators, teachers, and students use technology for a variety of tasks to help support instruction and learning.

Table 11 - Use of Technology Tools for Classroom Management

Question: How often do you use the following technology tools for classroom management (pupil recordkeeping, home/hospital communication, etc.)?						
	Daily	2-4 days a week	Between once a week and monthly	Less than monthly	Available, but I never use it	Not available
Computers and peripherals (scanner, printer, etc)	72%	16%	6%	2%	2%	1%
Internet	69%	16%	8%	3%	4%	1%
E-mail	68%	13%	8%	4%	6%	1%
Hand-held electronic (PDAs, GPS, heart monitors, etc)	9%	5%	5%	7%	9%	65%

Table 11 indicates that teachers are using technology frequently as a classroom management tool. Of all the respondents, 72% of those participating in the survey indicated that they use computers and peripherals on a daily basis while sixty-nine percent use the Internet, and 68% of them use e-mail on a daily basis. Conversely, only 9% use hand-held electronic devices daily. Responses indicated that sixty-five percent of teachers do not use hand-held devices available for use.

Table 12 - Use of Technology to Support and Improve Home/School Communication

Question: To what degree do you use the following technology tools at your school to support and improve home/school communication?					
	Daily	2-4 days a week	Between once a week and monthly	Less than monthly	Never
Voice Mail	32%	19%	14%	6%	29%
School web site with class information, such as assignments, grades, upcoming events, parental info, etc.	27%	13%	14%	12%	34%
Video conferencing	1%	1%	2%	4%	92%
Electronic grading system	36%	12%	9%	11%	32%
Online student assessments	5%	6%	13%	12%	64%

The data in Table 12 indicates that technology tools are used to support and improve home/school communication. The most frequently used are voice mail and electronic grading systems. According to the responses, approximately, one-third of the teachers that responded use voice mail and electronic grading system on a daily basis. This is especially true with the 2009 rollout of a new student information system that provides a grade book, report card, parent portal, and student profile database and attendance modules. In addition, 27% said they use their school website daily. Every school and individual teacher in the district has access to a website. Majority of our teachers do not use video conference tools to improve home school/communications. Video conferencing is fairly new feature in the entire district. Likewise, 64% indicated that they never use online student assessments.

Table 13 – Assignments that Involve Using Technology

Question: How often do you assign students in your typical class, work that involves using technology (computers, video, Internet, and hand-held devices)?					
	Daily	2-4 days a week	Between once a week and monthly	Less than monthly	Never
Word Processing	7%	15%	34%	19%	25%
Reinforcement and practice	9%	18%	33%	16%	24%
Research, using the Internet and/or CD-ROMs	4%	12%	30%	23%	31%
Creating reports or projects	4%	9%	32%	26%	30%
Demonstrations or simulations	3%	7%	20%	23%	46%
Correspondence with experts, authors, students from other schools, etc., via email or Internet	2%	3%	12%	18%	65%
Solving problems or analyzing data	4%	7%	19%	20%	50%
Graphically presenting information	2%	5%	17%	23%	52%

As shown in Table 13, when assignments are given that require using technology within the range of once a week to monthly. These assignments typically involve word processing (34%), reinforcement and practice (34%), and Internet and/or CD-ROMs (32%) based-research. These assignments vary depending on the grade level and subject area. Teachers indicated that technology is rarely used for demonstration or simulation purposes. More than half of the teachers surveyed indicated that they rarely used technology for demonstration or simulation purposes. More than half of the teachers surveyed indicated that they never assign work that uses technology to correspond with experts, authors or student from other schools. About half responded that they never assign homework that uses technology to solve problems or analyze data or assign that graphically presents information.

Table 14 – Technology Used to Complete Classroom Assignments

Question: Of the technology tools to which you have access, how often do your classroom assignments require students to use them?						
	Daily	2-4 days a week	Between once a week and monthly	Less than monthly	Available, but I never use it	Not Available
Computers and peripherals (scanner, printers, etc)	17%	17%	32%	15%	13%	6%
Video based presentation devices (VCR/DVD, LCD projectors, etc.)	3%	7%	22%	24%	26%	18%
Video based creation tools (video camera, digital camera, etc.)	2%	3%	11%	16%	33%	35%
Internet	10%	12%	24%	20%	24%	10%
E-mail	8%	5%	11%	14%	39%	23%
Hand-held electronic devices (PDA, GPS, heart monitors, etc.)	2%	1%	3%	5%	19%	70%

Based on the data from the EdTech Profile, teachers indicated that the technology tool most frequently used to complete assignments were computers and peripherals. The data shows that 32% of reporting teachers said they give assignments that use these devices between once a week and monthly. Less than half our teachers use video-based presentation devices (46%). Video-based creation tools (video camera, digital camera, etc) are either available, but never used (33%) or not available (35%).

Handheld electronic devices were not available according to 70% of teachers surveyed. Those who do have these handheld devices available often have students use them to complete classroom assignments.

Table 15 - Use of Technology Tools at School

Question: In what ways and to what degree do you use technology tools (computers, video, Internet, and hand-held devices) at your school?					
	Daily	2-4 days a week	Between once a week and monthly	Less than monthly	Never
Create instructional materials	36%	35%	21%	6%	4%
Deliver classroom instruction	14%	25%	30%	16%	14%
Manage student grades and attendance	68%	10%	7%	4%	10%
Communicate with colleagues	51%	20%	14%	7%	7%
Communicate with parents or students	26%	24%	23%	12%	16%
Gather information for planning lessons	25%	33%	27%	9%	6%
Access model lesson plans and best practices	17%	24%	33%	17%	10%

The data in Table 15 indicates ways technology tools are used by teachers at the school sites. Student grades and attendance are managed daily by 68% of reporting teachers; this is especially true with the implementation of our new student information system. Approximately half of the teachers indicated that they use technology to communicate with colleagues on a daily basis. Another third of teachers surveyed indicated that they use technology to create instructional materials, to deliver classroom instruction, and to gather information for planning lessons regularly

Table 16 – Use of Technology for Classroom Instruction

Question: How often do you use the following technology tools for classroom instruction?						
	Daily	2-4 days a week	Between once a week and monthly	Less than monthly	Available, but I never use it	Not available
Computers and peripherals (scanner, printers, etc)	48%	23%	17%	5%	4%	2%
Video based presentation devices (VCR/DVD, LCD projectors, etc.)	11%	16%	38%	20%	9%	6%
Video based creation tools (video camera, digital camera, etc.)	4%	8%	22%	23%	21%	22%
Internet	29%	20%	26%	11%	11%	3%
E-mail	30%	13%	13%	12%	24%	7%
Hand-held electronic devices (PDA, GPS, heart monitors, etc.)	4%	3%	5%	8%	13%	67%

According to the data from Table 16, the most frequently used technology tools for classroom instruction are computers and peripherals. About half of teachers use computers and peripherals on a daily basis to deliver classroom instruction.

Furthermore, approximately one-third of the teachers indicated they use email and Internet daily for classroom instruction. Multi-media-based presentation devices (LCD projectors) are used between once a week and monthly by 38% of teachers for classroom instruction. Similarly to the data presented in previous graphs, 67% indicated that they did not have access to hand-held electronic devices for classroom instruction.

Table 17 – Use of Technology Tools in Subject Areas

Question: How often and in what subjects do you use technology tools for instruction?						
	Daily	2-4 days a week	Between once a week and monthly	Less than monthly	Never	Not applicable
Reading / Language Arts	15%	19%	27%	9%	6%	24%
Mathematics	9%	14%	27%	13%	9%	28%
Science	6%	11%	26%	14%	10%	33%
Histroy / Social Science	6%	11%	25%	15%	10%	32%
PE / Health	3%	2%	9%	15%	29%	42%
Fine Arts	2%	3%	14%	16%	22%	43%
Business / Computer Science	2%	3%	13%	6%	16%	60%
Foreign Language	2%	3%	5%	5%	17%	68%
Home Economics	1%	1%	3%	3%	18%	74%
Industrial Arts	1%	1%	3%	3%	19%	73%
Careers	2%	2%	4%	6%	17%	68%

According to the data from Table 17, teachers from each content area indicated that technology is not frequently used for instruction. Additionally, the data indicates that the technology is not used evenly between subject areas. Technology tools are used most often in Reading / Language Arts, Mathematics, Science, and History/Social Science instruction. Of these subject areas, technology tools were most frequently used in Reading / Language Arts. Although teachers in these subject areas turned out low response numbers, the “not applicable” responses were from teachers who do not teach those subjects. The subject areas where the largest percentage of teachers responded not applicable for instruction were in Business/Computer Science, Foreign Language, Home Economics, Industrial Arts, and Careers. In some elementary schools English Language Learners receive extra support through the use of ELD classrooms. Teachers utilize dance mats, touch screen monitors, classroom computers, interactive whiteboards, wireless notepads, responders and document cameras.

Communication between Home and School:

Technology is used throughout the district to provide a means of communication between administrators, teachers, students, and parents. All school sites are required to maintain a web page, which includes general contact information, staff information, mandated state documents such as the School Accountability Report Card (SARC), and other important documents. Every district employee is assigned a district e-mail account which is utilized to communicate with parents and students.

Schoolwires

The district acquired Schoolwires as the single engine for all district websites. All our schools have an official website hosted on Schoolwires. Teachers have been trained and the majority have created their classroom content websites. Parents use the resources on these teacher websites to help their children with homework and class curriculum.

Connect-Ed

The district uses Connect-Ed as mass communication/emergency response system with pre-recorded messages distributed to groups of parents and students.

SIS Parent Connection

Zangle, the new SIS has a Parent web portal module that enable parents to remotely login to see attendance records, grades, demographics information and transcripts for their children.

Table 18 - Technology Tools and Their Impact on Learning

Technology Tools	Impact on learning	Examples of Tools
Productivity Tools	Enhances learning Increases productivity Promotes creativity Encourages collaboration Alignment to State Standards	Word Excel Access PowerPoint Publisher MovieMaker Photo Story FrontPage 3-D Home Pacing Guides Core adopted resources Read 180 Reading Counts Accelerated Reader / Math Rosetta Stone Student Response

		Systems Accel Test Interactive Whiteboards Document Cameras Wireless Notepads EduSmart Science PowerZone A+ Classroom Adobe Suite CTe Writer OdysseyWare Inspiration Moodle iLife Suite iMovie FinalCut Pro
Communication Tools	Encourages collaboration with peers Enables interaction with experts Provides means to publish authentic works	Publisher PowerPoint Word MS Exchange Email Internet Sharepoint Video conferencing Rosetta Stone LCD projectors Interactive white boards Document cameras Student Response Systems PDA's Wireless Notepads School/Teacher Websites BlackboardConnect Twitter Facebook Parent Connection (SIS) Student Connection (SIS) Parent Organizer MySchoolBucks
Research Tools	Enables teachers/students to locate, collect, and evaluate information	Internet Google Gale Britannica Online

		Discovery Education Data Director Accel Test EduSmart Science Destiny
Problem-solving and Decision-making Tools	Develops problem-solving skills Promotes informed decision-making Assists with developing strategies	Inspiration Kidspiration Core Adopted Resources Data Director EduSmart Science PowerZone A+ Classroom

3c. Summary of the district's curricular goals that are supported by this technology plan.

CNUSD Board Policy includes curricular goals which focus on providing students with the basic skills necessary to participate and function effectively in society. These include:

- A. The Corona-Norco Unified School District will teach the California Standards as a primary goal.
- B. The Corona-Norco Unified School District will conduct an education program which will recognize and appreciate individual student needs, develop positive self-images and attitudes toward others, and encourage responsible and meaningful participation in the school curriculum and environment.
- C. The Corona-Norco Unified School District will create class schedules, length of instruction day, and teacher planning time that are clearly adequate to meet the instructional goals of the District.
- D. The Corona-Norco Unified School District will continue to provide creative, flexible and innovative programs that meet individual student interests and needs.
- E. The Corona-Norco Unified School District will continue to provide appropriate learning experiences for exceptional students with unique learning needs (Special Education, GATE, ELL, etc.).
- F. The Corona-Norco Unified School District will continue to offer "alternative methods" of schooling, as well as "open enrollment."
- G. The Corona-Norco Unified School District will introduce students to possible careers, stressing vocational education and relating the value of school subjects to eventual use in postsecondary education.
- H. The Corona-Norco Unified School District will identify and provide experiences for students that develop problem-solving skills, independent thinking, and decision-making skills.
- I. The Corona-Norco Unified School District will improve and refine systems for monitoring and evaluating programs and personnel of the District.
- J. The Corona-Norco Unified School District will develop interested, active and effective citizens.
- K. The Corona-Norco Unified School District will insure a district curriculum that contains a "balance" of strong academic instruction, life-skills training, elective subject offerings, vocational/occupational training, and other non-traditional school and community experiences.

CNUSD Board Policy includes curricular goals which focus on providing students with the basic skills necessary to participate and function effectively in society. These include:

Corona Norco Unified School District provides all students with equal access to a standards-based instructional program. The District has adopted state content standards in all K-12 curricular areas. Instructional materials are selected based on state standards and essential student learning outcomes. Curriculum adoption committees are comprised of teachers and administrators from every school site as well as the District Office. These committees ensure that instructional materials are aligned with state frameworks and content standards. Instructional material adoption criteria also include differentiation strategies for all learners. District state textbook funding and District categorical monies are spent for core materials for regular education students as well as multi-funded students including ELL, GATE, Special Education, and Title I. Research has shown that meeting the needs of students' individual learning styles helps to ensure academic achievement and reach API & AYP goals.

Corona Norco utilizes a comprehensive assessment process that includes District-wide data from Data Director, WASC, state & federal accountability measure testing (API, AYP), CELDT, and Title 1 program evaluation. These data are disaggregated on an annual basis and analyzed by both site and District personnel to measure student performance and to insure that all students, regardless of giftedness or challenges, have access to the core curriculum through an effective instructional delivery system. District-wide funds are used to support multi-funded student programs and services in order to close the achievement gap. The District implements a formal screening process for identifying appropriate services for individual students. This

process includes gathering and analyzing data from multiple sources including standardized tests, teacher observation and evaluation, school psychologist's assessments, parent input, and longitudinal academic performance data.

The District and the school sites work collaboratively to carefully plan supplemental services that focus on the needs of the whole child and insure each student's academic, emotional, and social success. The basic goals for education have been formulated after first giving serious study to the fundamental responsibilities of schooling. This logical progression is described below.

Teachers will use technology to create powerful classroom learning experiences based on the Nation Educational Technology Standards (NETS) for Teachers. Students will use technology in alignment with the National Educational Standards (NETS) for Students. CNUUSD's goal is to create equitable and sustainable teaching and learning environments based on personal experience, collaborative discussion, and stimulating integration of technology tools and resources.

Corona Norco Unified School District

Technology Decision Matrix

Which district goals are you addressing?

CNUSD District Goals	A. Create equitable and sustainable teaching and learning environments	And/ Or	B. Research based or exploratory approach to creating a personal experience, collaborative discussion and stimulating integration of technology tools and resources
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What content areas are you trying to address?

State Standards Curriculum	Elementary	Middle School	High School
	Language Arts Math Science Social Studies Extracurricular	Language Arts Math Science Social Studies Foreign Language Industrial Arts The Arts Physical Education	Language Arts Math Science Social Studies Foreign Language Industrial Arts The Arts Physical Education

Which subgroups are you trying to reach?

State Subgroups and Student Identification	General Education Students		
	ELL- Title 1: Socially and economically disadvantaged	Special Education: severe, moderate, and mild.	GATE: Tested, identified, and approved students who are categorized Gifted and Talented

Which NETS are you emphasizing?

National Education Technology Standards	Creativity and Innovation	Communication and Collaboration	Research and Information Fluency	Use of technology productivity and effectively	Critical Thinking, Problem Solving, and Decision Making
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National Education Technology Standards	Student Learning Outcome	Examples of types of technology
Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products, and processes using technology.	Given specific learning goals, students demonstrate their understanding and synthesis of concepts presented through creation of products, projects, and/or reports	<ul style="list-style-type: none"> - Slide show presentations - Wiki's and Blogs - Website creation - Interactive media - Word Processing - Drafting
Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.	Using virtual technology platforms, school constituents communicate and interact with the outside world.	<ul style="list-style-type: none"> - Web Cameras - E-portfolios - Digital Lockers - Parent Portal - SIS - LMS - Distance Learning
Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.	Students are provided ample opportunity to access effective technological tools to investigate and explore new thoughts and ideas and to apply/connect these new concepts to what they have learned.	<ul style="list-style-type: none"> - Media share - Shareware - Operating System software - Internet - Word Processing
Critical Thinking, Problem	Through strategically designed standards based interactive	<ul style="list-style-type: none"> - Technologies

<p>Solving, and Decision Making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p>	<p>lessons, learners have opportunities to think critically, solve problems, and gain diverse perspectives. These learners use interactive technological resources and applications to inquire, investigate, and explore new projects and ideas.</p>	<p>that encourage learners to be involved in rigorous, critical thinking and application of these thoughts</p> <ul style="list-style-type: none"> - Specific, strategic, standards-based engaging, interactive lessons involving relevance and meaning, as well as both summative and formative assessment
<p>Use Technology Effectively and Productively: Students understand and use technology systems effectively and productively.</p>	<p>Students regularly utilize technology in order to learn new information, organize their thinking, and create original projects.</p>	<ul style="list-style-type: none"> - Mapping programs - Digital Lockers - E-Portfolios - Word Processing - Internet - Shareware

The basic goals for education have been formulated after first giving serious study to the fundamental responsibilities of schooling. This logical progression is described below.

A. Fundamental Responsibilities

The primary long-term shapers of our goals are three basic responsibilities of schools. They are described here.

1. Individual Development:

In a democracy, great importance is placed on the individual; informed decisions and personal development are considered essential. Therefore, one of the primary functions of the school is to help develop autonomous individuals.

2. Socialization for Adult Roles:

A fundamental need is an “integratedness” of individuals with society itself – a feeling of unity and oneness. In terms of the school’s function, this means using the accumulated wisdom of the past as well as predictions about the future to guide youth into roles which will benefit society as well as themselves. This responsibility to society is particularly important at this time in history when citizens in our society have become increasingly interdependent with each other while at the same time becoming more anonymous from each other.

3. Coping with Change:

Our complex, dynamic social order with its rapid changes in technological, natural, and social conditions has become a long-term phenomenon during this century. This new social order demands an education which will result in individuals who are creative, imaginative and flexible. If we are to cope with problems neither yet recognized nor understood, individuals must learn how to cope with unimaginable change.

B. Basic Goals For Education

The following instructional goals have been formulated from the Corona-Norco Unified School District of Education Mission Statement and Fundamental Responsibilities for Schools.

1. Students should become competent in basic skills of reading, writing, and math.

2. Students should become competent in societal membership; this includes responsible social and ethical behavior.
3. Students should maximize their own individual growth and development while taking into account the needs of the society; this includes physical and mental health as well as basic skills, and vocational and fine arts experience.
4. Students should develop skills for adapting to rapidly changing man-made and natural environments.
5. The Corona-Norco Unified School District will provide those experiences, which will allow the student to:
 - a. Develop intellectual curiosity and eagerness for lifelong learning
 - b. Fully develop and use her/his abilities and potentials
 - c. Appreciate, foster and maintain her/his emotional and physical self
 - d. Develop a positive self-image
 - e. Recognize herself/himself as an individual, unshackled by any stereotype such as: sex role, racial, ethnic, or socio-economic background
 - f. Solve problems and deal with change creatively and responsibly through critical and evaluative processes
 - g. Communicate effectively through the use of skills in areas such as language arts, mathematics, fine arts, and interpersonal relationships
 - h. Develop a responsible attitude to self, to family, to peer group, and to the community
 - i. Develop knowledge and respect for other people and other cultures, as well as her/his own, in order to promote a larger community
 - j. Develop love for freedom and respect for country; become a responsible citizen; be an active participant in the community; have respect for the law, property, and the rights of others; and be ethical and informed

The curricular goals of CNUSD are aligned to the adopted Academic Content Standards

of the State of California. District goals supporting the standards are also articulated in the district's **Local Education Agency(LEA) Plan**, a working document which guides the improvement of student achievement and the quality of instruction.

The five performance goals of the current district **LEA** plan are:

1. All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.
2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
3. By 2005-2006, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
5. All students will graduate from high school.

3d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.

Research-based teaching strategies and technology tools will be used in English-Language Arts and Mathematics to help students meet or exceed grade-level standards. Classroom teachers, supported by Technology Integration Coaches (TICs), and other support staff will identify or create student learning activities that integrate the use of technology into the core curriculum at each grade level. The activities may include those that are included in the adopted resources, purchased as additional resources, or those designed by teachers.

Teachers will use technology to create powerful classroom learning experiences based on the National Educational Technology Standards for Teachers. Students will use technology in alignment with the National Educational Technology Standards for Students as shown in Table 18:

Table 18 - Technology Tools and Their Impact on Learning

Technology Tools	Impact on learning	Examples of Tools
Productivity Tools	Enhances learning Increases productivity Promotes creativity Encourages collaboration Alignment to State Standards	Word Excel Access PowerPoint Publisher MovieMaker Photo Story 3-D Home Pacing Guides Core adopted resources Accelerated Reader / Math Rosetta Stone CTeWriter Adobe Creative Suite FinalCut Pro
Communication Tools	Encourages collaboration with peers Enables interaction with experts Provides means to publish authentic works	Publisher PowerPoint Word Email Internet Sharepoint Video conferencing Rosetta Stone LCD projectors Interactive boards Document cameras Student Response Systems PDA's Interwrite pads Interactive pens (i-pens)
Research Tools	Enables teachers/students to locate, collect, and evaluate information	Google Wonder Wheel Internet Discovery Streaming Data Director
Problem-solving and Decision-making Tools	Develops problem-solving skills Promotes informed decision-making Assists with developing strategies	Kidspiration/Inspiration Core Adopted Resources Data Director
Portal Services/Learning Management Services	Centralized location for teaching and learning materials	Blackboard Schoolwires Centricity Sharepoint

	Promotes online learning activities	Moodle
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The District will investigate technology tools and distance learning opportunities that will provide independent, advanced, or remedial learning opportunities to meet the individual needs of all our students groups.

The District uses Data Director to analyze test data by student, course, school and district. Newly adopted curriculum materials include a variety of multimedia resources and are being implemented and utilized as school sites update hardware and bandwidth is expanded throughout the District. OdysseyWare licenses have been increased, allowing more students access to credit recovery, CAHSEE preparation and form the foundation for CNUUSD's Online High School initiative.

3d. Use of technology to support district curricular goals and academic content standards
Goal #1. All students will use technology to reach high standards, at a minimum attaining proficiency or better in English-Language Arts and Mathematics.
Objective 1.1: By June of 2014, 67% of all students will score proficient or above on the English Language Arts (ELA) portion of the California Standards Test (CST), aided by the use of technology.
Benchmarks for 1.1
Year 1 Benchmark: By June of 2011, 45% of all students will score proficient or above on the ELA portion of the California Standards Test (CST).
Year 2 Benchmark: By June of 2012, 56% of all students will score proficient or above on the ELA portion of the California Standards Test (CST).
Year 3 Benchmark: By June of 2013, 67% of all students will score proficient or above on the ELA portion of the California Standards Test (CST).
Objective 1.2: By June of 2014, 67.3% of all students will score proficient or above on the Mathematics portion of the California Standards Test (CST), aided by the use of technology.
Benchmarks for 1.2
Year 1 Benchmark: By June of 2011, 45.5% of all students will score proficient or above on the Mathematics portion of the California Standards Test (CST).
Year 2 Benchmark: By June of 2012, 56.4% of all students will score proficient or above on the Mathematics portion of the California Standards Test (CST).
Year 3 Benchmark: By June of 2013, 67.3% of all students will score proficient or above on the Mathematics portion of the California Standards

Test (CST).

Implementation Plan and Activities	Person Responsible	Time Line	Monitoring and Evaluation
Review Technology Decision Matrix to develop a needs driven procedure for purchasing technology resources	Ed Services Staff Chief Tech Officer Tech. Planning Committee	Fall, 2011	Meeting agendas Meeting minutes
Continued revision of pacing guides with integration of technology resources	Ed Services Staff	Updates published annually in the Fall	Sign-in sheets from meetings Minutes from meetings Products produced
Revise inventory lists of current site and district software available to teachers for teaching and learning.	Chief Tech Officer Tech. Planning Committee	Update & Maintain Annually in the Fall	Inventory list posted to district shared folder
Identify and purchase technology resources that are aligned to textbook adoptions and content standards.	Ed Services Staff	Annually, as dictated by adoption cycle	Purchase Order records kept by Business Services
Identify and acquire technology resources to enhance instruction for special populations (Special Ed., English Language Learners, Gifted and Talented, Socio-economically Disadvantaged).	Ed Services Staff Pupil Services staff Curriculum committees	Fall, Annually	Meeting agendas and minutes
Increasing participation in staff development activities through real time and archived online professional development	Tech. Planning Committee Educational Services Staff	As needed	Agendas and attendance records
Review ongoing professional development opportunities to ensure activities align to the Decision Making Matrix, target best practices, student-centered learning, and effective integration of technology to support student learning.	Tech. Planning Committee Educational Services Staff	As needed	Agendas and attendance records

Maintain and expand district file share location for teacher collaboration and lesson sharing	Tech. Planning Committee Educational Services Staff IT Dept.	Maintain Annually	District's shared file folder is online.
<p>Students and teachers participate in technology-integrated activities using productivity tools. Refer to Table 18 for descriptions of Productivity Tools.</p> <ul style="list-style-type: none"> Year 1: Students and teachers have access to web-based resources accompanying the adopted textbook series. Year 2: Development of an ELA and Mathematics PLC's using Microsoft SharePoint to exchange information and lesson materials. Year 3: Use interactive technologies in the classroom to improve student engagement through the use of technology. 	School Site Admin. District Office Admin.	<p>June, 2012</p> <p>June, 2013</p> <p>June, 2014</p>	Student work samples Administrator observations
<p>Students and teachers participate in technology-integrated activities using communication tools. Refer to Table 18 for descriptions of Communication Tools.</p> <ul style="list-style-type: none"> Year 1: Use e-mail and various collaborative tools available through Microsoft Exchange. Year 2: Enhanced communication and collaboration using video conferencing technology such as Live Meeting Year 3: Use interactive technologies in the classroom as communication tools to support the adopted curriculum. 		<p>June, 2012</p> <p>June, 2013</p> <p>June, 2014</p>	Student work samples Administrator observations Microsoft SharePoint sites

<p>Students and teachers participate in technology-integrated activities using research tools. Refer to Table 18 for descriptions of Research Tools.</p> <ul style="list-style-type: none"> Year 1: Ongoing training certificated staff to use Data Director to analyze student achievement data. Year 2: Integration of Discovery Streaming resources as a learning tool within all core pacing guides. Year 3: Integration of standards-based websites within all core pacing guides. 	<p>School Site Admin. District Office Admin.</p>	<p>June, 2012</p> <p>June, 2013</p> <p>June, 2014</p>	<p>Student work samples Administrator observations List of core academic web sites is available from district web site.</p>
<p>Students and teachers participate in technology-integrated activities using problem-solving and decision-making tools. Refer to Table 18 for descriptions of Problem-Solving and Decision-Making Tools.</p> <ul style="list-style-type: none"> Year 1-3: Students and teachers have access to web-based resources accompanying the adopted textbook series. Ongoing training certificated staff to use Data Director to analyze student achievement data to guide curriculum decisions. 	<p>School Site Admin. District Office Admin.</p>	<p>June, 2011- June 2014</p>	<p>Student work samples Administrator observations</p>
<p>Students and teachers participate in technology-integrated activities using problem-solving and decision-making tools. Refer to Table 18 for descriptions of Portal Services/LMS systems.</p> <ul style="list-style-type: none"> Year 1: Implementation of LMS and initial training Year 2: Ongoing training and integration of core area digital resources Year 3: Review best practices and expand 	<p>School Site Admin. District Office Admin.</p>	<p>June, 2012</p> <p>June, 2013</p>	<p>Student work samples Administrator observations</p>

implementation of LMS		June, 2014	
Evaluate student progress utilizing data from District assessments, CST proficiencies and other measurable instruments.	School Site Admin. District Office Admin.	On-going, annually	Student work samples Administrator observations CST Reports District Assessments CAHSEE CELDT

3e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills needed to succeed in the classroom and the workplace.

The need for students to acquire technology and information literacy skills “is increasingly important in the contemporary environment of rapid technological change and proliferating information resources” ([Presidential Committee on Information Literacy. Final Report](#). Chicago: American Library Association, 1989). Information technology skills enable an individual to use computers, software applications, databases, and other technologies to achieve a wide variety of academic, work-related, and personal goals. Information literacy, while showing significant overlap with information technology skills, is a distinct and broader area of competence. Information literacy is a set of abilities requiring individuals to “recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information”. Information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning (www.ACRL.org). Furthermore, it educates students on how to safely navigate the internet, avoid plagiarism, and educates them on appropriate file sharing practices. AB 307, introduced by Assembly Member Chavez, otherwise known as the Chavez Bill, requires these skills to be addressed within the Technology Plan. The goals in this section were established to

address these skills.

CNUSD supports the implementation of the National Educational Technology Standards (NETS) and the development of Information Literacy skills for all students in the district. The National Educational Technology Standards (NETS) (see Appendix N) is a document produced by the International Society for Technology in Education (ISTE). The NETS provides six standards and a continuum of skills that should be “introduced, reinforced and mastered” by students in all grade levels (<http://cnets.iste.org>). The District will use this continuum of skills (NETS for Students) as a basis for the goals in this section. This continuum of skills not only encompasses basic operational concepts, but also includes higher level social and ethical issues that are necessary for success in the future.

3e. Students to Acquire Technology and Information Literacy Skills
Goal #2. All students will meet the National Educational Technology Standards (NETS) including Information Literacy skills to support achievement of academic content standards and district curricular goals and will become ethical and effective users of ideas and information.
Objective 2.1: By June 2014, NETS and Information Literacy standards will be integrated into the K-12 curriculum.
Benchmarks for 2.1
Year 1 Benchmark. By June 2011, to provide all school sites with information and training about NETS and Information Literacy Standards.
Year 2 Benchmark. By June 2012, Curriculum committees will meet to embed NETS and Information Literacy standards into the digital curricular pacing guides.
Year 3 Benchmark. By June 2013, NETS and Information Literacy will be integrated into the K-12 curriculum.
Objective 2.2: By June 2014, a District Scope and Sequence of technology skills will be developed to integrate NETS Information Literacy Standards into the K-12 program.
Benchmarks for 2.2
Year 1 Benchmark. By June 2011, grade level committees to review Information Literacy Programs.
Year 2 Benchmark. By June 2012, grade level committees will develop a scope and sequence for their respective grade levels.
Year 3 Benchmark. By June 2013, grade level committees will meet to construct a District Scope and Sequence of technology skills that will

integrate NETS and Information Literacy Standards into the K-12 program.
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Implementation Plan and Activities	Person Responsible	Time Line	Monitoring and Evaluation
Provide information about NETS and Information Literacy to all school sites.	Chief Tech Officer	Summer 2012	Meeting Agendas
Grade level committees (elementary, intermediate, and high school) will be formed to review Information Literacy Programs	C & I Staff Curriculum Committees	Summer 2012	Sign-in Sheets Minutes / Agendas Finished Products
Core Curriculum committees align current pacing guides to NETS and Information Literacy standards.	C & I Staff Curriculum Committees	Winter 2012	Sign-in Sheets Minutes / Agendas Finished Products
Grade level committees (elementary, intermediate, and high school) will develop a scope and sequence for their respective grade levels.	C & I Staff Curriculum Committees	Summer 2013	Sign-in Sheets Minutes / Agendas Finished Products
Curriculum committees integrate the NETS for Students continuum into curricular areas.	C & I Staff Curriculum Committees	Winter 2013	Pacing Guides and Supplemental Resources
Students will learn to use the following tools; productivity, communication, research, problem-solving and decision-making, to support achievement of academic content standards and district curricular goals. Refer to Table 18.	C & I Staff School Site Administrators Teachers	Ongoing	Classroom observations Student Work EdTechProfile survey
Students will learn the Information Literacy skills needed to support achievement of academic content standards and district curricular goals.	C & I Staff School Site Administrators Teachers	Ongoing	Classroom observations Student Work EdTech Profile survey

3f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism (AB 307: Option in 2007-2008, required by July 1, 2008)

The goal of Corona-Norco Unified School District is for all students and teachers to become good digital citizens and ethical users of technology. Annually, all students will sign a board approved Acceptable Use Policy that covers lawful and unlawful uses of copyrighted works, the responsible use of district provided technology and plagiarism.

The students will be required to sign the AUP as a prerequisite to using any district provided technology at the beginning of each school year. The AUP will also be available to all users on the district website. In an effort to promote good digital citizenship amongst the teachers, the existing course content on Internet Safety and Copyright works, plagiarism, fair use and citation shall be updated. Likewise, to reach all the teachers across the district, the course shall be offered as a district level staff development unit twice a year. This course content shall also be available online on the district professional development website.

The district will increase the opportunities for community engagement on the responsible use of technology. These sessions have typically been geared towards students and the parent community. Typically, parents attend the sessions with their children.

A calendar of available times will be offered to the schools to sign up for community attended sessions covering the above topics. Materials will also be developed and posted online as resources for teachers, students and parents.

3g. List of goals and an implementation plan that describes how the district will address Internet safety, including how to protect online privacy and avoid online predators. (AB 307: Optional in 2007-2008, required July 1, 2008)

With the frequent changes and advancement of technology, Corona-Norco Unified School District advocates for the continuous education of students on safe Internet practices.

The Internet continues to provide a myriad of educational benefits to all our students but not all is appropriate for our users, especially in K-12 education. Without a doubt, the Internet has enhanced the quality of education for CNUSD students; however, there is exists the danger of inadvertent access by students to illicit online content while on district computers. Therefore to exploit the varied opportunities offered by the Internet while minimizing its negative aspects, public access to the Internet in our schools require effective management. CNUSD will have a layered approach to Internet Safety and online privacy. In order for students to protect them in the 21st Century, the first line of defense is for teachers to educate the students on Internet Safety, Cyber bullying, online privacy and Peer-2-Peer sharing using the CNUSD best practices course materials. The second line of defense by the district is in applying the AUP and content filter.

1. Acceptable Use Policy

An Acceptable Use Policy is an important first step in creating awareness and setting baseline guidelines to the use of the Internet. An effective written policy will clarify the level of service that the students can expect, provide guidance for the management the online medium and communicate to the community the role the Internet plays in our schools. It specifically cautions and provides best practices in areas of frequent password changes, non-sharing of passwords, dangers of social networks, spamming and hacking.

2. Palo Alto Content Filter

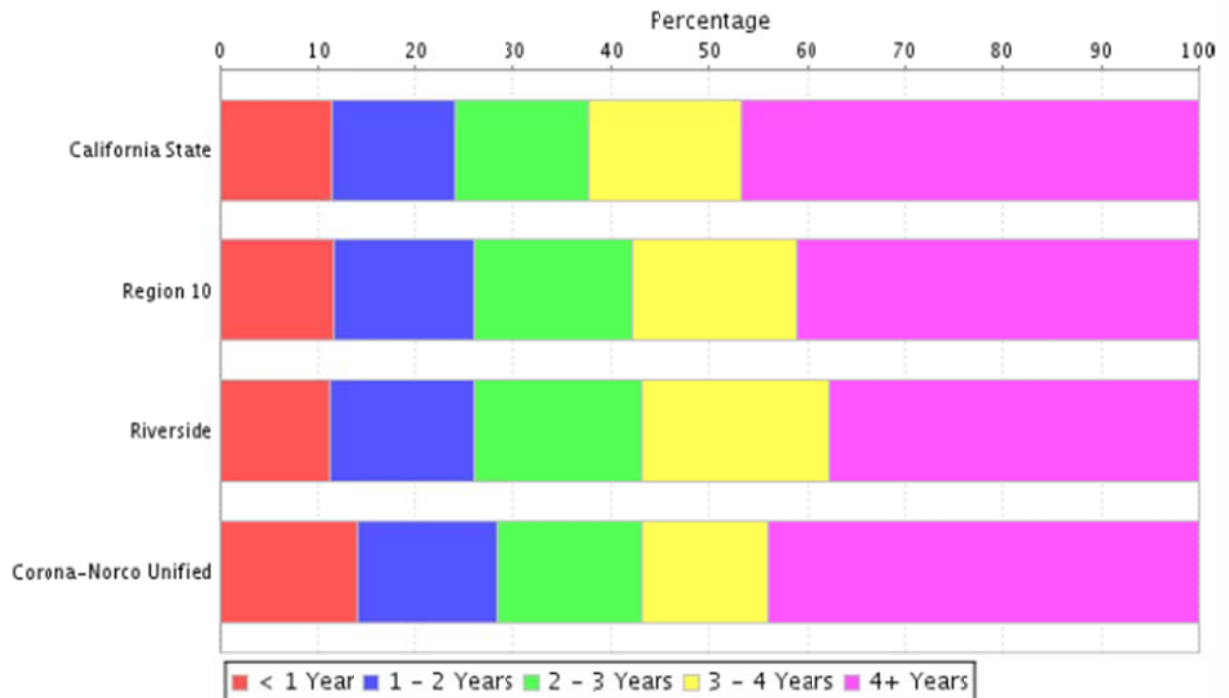
CNUSD has invested in Palo Alto network firewall for application control and threat prevention. The firewall filters all incoming Internet traffic for CIPA compliant content to protect our students against illicit web content.

3h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.

CNUSD recognizes the diversity of student needs throughout the district. In the spirit of No Child Left Behind (NCLB) the District is committed to exploring the uses of existing and new technologies for all students, including specific populations of students such as: Gifted and Talented Education (GATE), Special Education (SPED), and English Learners (EL).

The substantial number of older computers used in the classroom impacts how instruction is delivered to students. As Figure 3 below show, 44% of instructional computers are four years or older. These are computers that are unable to run district standardized software. The district will explore possibilities for replacing these older computers.

QTY	
Total No. of computers district-wide	15,000
Win 95/98 PCs	396
Win 2000 PCs	488
6% of the total number of computers are obsolete yet still in use. The Win 95/98 and 2000 PCs are no longer supported from a software standpoint by Microsoft and pose a great security threat to the network. Vulnerabilities that have since been solved in the newer operating systems such as Win XP and Win 7 still exist in these old computers.	



Location	< 1 Year	1 - 2 Years	2 - 3 Years	3 - 4 Years	4+ Years
California State	11.35 (0)	12.66 (0)	13.72 (0)	15.64 (0)	46.63 (0)
Region 10	11.38 (0)	14.47 (0)	16.25 (0)	16.68 (0)	41.22 (0)
Riverside	11.02 (0)	14.91 (0)	17.13 (0)	19.23 (0)	37.72 (0)
Corona-Norco Unified	14.21 (0)	13.94 (0)	14.89 (0)	12.97 (0)	44 (0)

The district took a holistic approach in providing equal high speed bandwidth to all schools. All schools have a 1 gigabit point to point fiber optic connectivity back to the district office. With this underlying infrastructure, the district has been able to provide additional district-wide services such as Internet access as well. The Internet bandwidth currently stands at 250MB for all our schools.

GATE (GIFTED AND TALENTED EDUCATION)

GATE students will fulfill the same goals and standards as the general population, as identified in State Frameworks and Academic Content Standards. The implementation plan considers the special needs of GATE students in the following areas.

Home/School Communication:

- Continue to maintain a GATE informational web site link in order to:
 - Offer parent information that focuses on technology specifically targeted for GATE parents.
 - Offer links to teacher and staff e-mail to enhance communication abilities.
 - Hold GATE District Advisory Committee parent meetings throughout the year.
 - Post annual parent survey on the web site for easier access and increased feedback.

Academic Support:

- Two schools are piloting Renzulli Learning Software. This software allows students insight into interest and learning styles, personalized enrichment activities, virtual field trips, and challenging critical thinking activities. If the results are favorable, the district will promote it as a possible option for schools to use during the regular instructional day or as part of their GATE after-school program.
- As funds permit, increase availability for GATE after-school programs incorporating technology.
- Explore the possibility of offering a variety of advanced technology classes at the high school level.

EL (ENGLISH LEARNER)

In 2006, Rosetta Stone was installed at every school site in the District as a tool to assist students in the acquisition of the English language. A number of schools have also made access to the software available to parents before and after school hours. Eisenhower Elementary is using Citrix to allow remote access to Rosetta Stone by both students and parents. A Spanish version of Rosetta Stone has been installed at three elementary schools to provide English-only parents with help in supporting their students in the Dual-Immersion Program. A Japanese version has been installed at one elementary school. Teachers, administrators, and clerical staff at all schools have also been provided the opportunity to utilize the software to better communicate with parents.

The District has implemented an internal website to post letter templates in both English and Spanish, ELD pacing guides, ELD forms, and other information to assist school sites in communicating with EL students and parents.

Home/School Communication: The District has begun to develop and maintain an EL informational web site link in order to:

- Offer parent information that focuses on technology specifically for EL parents.
- Offer links to teacher and staff e-mail to enhance communication abilities.

Academic Support: By June 2009 CNUSD will:

- Explore availability of software applications for EL students (e.g. skills development, communication, publishing, web page development, research tools).
- Explore types of assistive technology available for EL students (e.g. books on tape, CDs).
- As funds permit, increase availability for after school programs incorporating technology.
- As funds permit, provide each school site with DVD players to enable viewing in multiple languages.

SPED (SPECIAL EDUCATION)

Home/School Communication:

- Offer parent information meetings that focus on technology specifically for SPED parents.
- Provide training on technology devices for parents.
- Develop and maintain a SPED informational web site link in order to:
 - Offer parent information that focuses on technology.
 - Offer links to teacher and staff e-mail to enhance communication abilities.

Academic Support:

- Provide technology to all SPED students, as specified in their IEP
- Explore types of technology available for SPED students (e.g. books on tape, CDs).

The following technology implementation plan is based on CNUSD's "Superintendent's Strategic Plan" and previously developed district and other state technology plans.

3h. Goals to Ensure Equitable Technology Access for All Students
Goal #3: All students will have appropriate access to technology to support the goals of the district
Objective 3.1: By June 2014, replace or upgrade to a functioning level 50% of the classroom computers currently four years and older as funds permit
Year 1 Benchmark: By June 2011, replace or upgrade 25% of the classroom computers currently four years and older
Year 2 Benchmark: By June 2012, replace or upgrade 15% of the classroom computers currently four years and older
Year 3 Benchmark: By June 2013, replace or upgrade 10% of the classroom computers currently four years and older
Objective 3.2: By June 2014, develop and implement a 5-year computer refresh cycle for all computers used for instruction
Year 1 Benchmark: By June 2011, complete development of computer refresh cycle
Year 2 Benchmark: By June 2012, implement computer refresh cycle to the extent funds allow
Year 3 Benchmark: By June 2013, implement computer refresh cycle to the extent funds allow
Objective 3.3: By June 2014, provide 100% of technology to special education

students as specified in their IEP
Year 1 Benchmark: By June 2011, 100% of special education students will be provided with technology specified in their IEP
Year 2 Benchmark: By June 2012, 100% of special education students will be provided with technology specified in their IEP
Year 3 Benchmark: By June 2013, 100% of special education students will be provided with technology specified in their IEP

Implementation Plan and Activities	Responsible Person	Time Line	Monitoring and Evaluation Activities
Identify obsolete computers to be replaced	IT Supervisor IT Manager	June, annually	SCCM reports
Identify available funds	Chief Tech Officer Assistant Superintendent, Business Services	July, annually	Budget
Order replacement computers	IT Supervisor Purchasing	July, annually	Purchase Orders Inventory Reports
Install replacement computers	IT Staff	August, annually	Work Orders
Develop a district-wide Technology Taskforce to address technology equity	Superintendent Asst. Superintendent Chief Tech Officer Committee	Spring 2012	Agendas and minutes of meetings
Determine available funds	Chief Tech Officer Assistant Superintendent, Business Services	Annually	Budget
Purchase equipment as funds permit	IT Supervisor Purchasing	Annually	Purchase Orders Inventory Reports
Determine technology specified in IEPs	Special Ed	On-going	IEPs
Order technology as required	Special Ed Purchasing	On-going	Purchase Orders Inventory Reports

3i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.

CNUSD recognizes the utility of technological tools for effectively managing the ever-increasing data and information required in education. CNUSD also recognizes the importance of data-driven instruction. Computers and software systems can track student achievement, maintain pupil and personnel data, and facilitate communication and information sharing. The following goals and objectives will facilitate access to information for school site administrators, teachers, and support staff. In addition, they will support teachers' efforts to meet individual student academic needs.

1. SIS

The district currently uses Zangle Student Information System to maintain all student records and facilitate individualized instruction through the information contained in its database. For example, a teacher can use attendance data to determine the best time to introduce new concepts, avoiding days with high absence rates. In addition, intermediate and high schools use this data to determine students' placement in appropriate elective courses for the following year.

2. Data Director

The standardized test scores and STAR assessment results contained in Data Director enable teachers identify student academic strengths and weaknesses. In addition to the information currently maintained, there is a need to track interventions for students who are not performing at grade level, and Data Director is used for this purpose.

Access to information contained in both Zangle and Data Director is accessible from any computer via the Internet. Data Director gets a daily snapshot of student data via file import to stay up to date on student records.

3. SELPA System

The district uses SELPA System II, a student management information system, and WebIEP, a web-based IEP system, by Faucette Micro System to track SPED student demographics and IEP's.

4. CALPADS

For the first time, the district uploaded the 2009-10 student enrollment data to CALPADS. By December 2010, the district will be ready to upload graduation data, and drop out data for the Fall 1 period.

5. College and Career Planning System

CNUSD looks to acquire a College and Career Planning System for families, students and counselors such as *Naviance*. The system consolidates data on GPAs, standardized test scores, college choices, college applications and a personality and career assessment inventories.

Under the guidance of a counselor, intermediate school students have the ability to create individualized four-year academic plans supported by learning style, career interest and personality inventories.

3i. Goal to Make Student Record Keeping & Assessment More Efficient and Supportive of Teachers

Goal #4: Use technology to effectively meet data needs in the areas of student record keeping and assessment.

Objective 4.1: By June 2014, the district will acquire and fully implement a new college and career readiness system.

Year 1 Benchmark: By June 2011, select and acquire a new college and career planning system

Year 2 Benchmark: By June 2012, implement the new college and career planning system and rollout other modules on zangle

Year 3 Benchmark: By June 2013, continue to utilize the new college and career planning system and student information system at 100% of the district's schools

Objective 4.2: By June 2014, 100% of administrators and certificated staff will use Data Director to gather and analyze information about student achievement and use that information to inform instruction as well as college and career planning system.

Year 1 Benchmark: By June 2011, 60% of all administrators and certificated staff will use Data Director to gather and analyze information about student achievement and use that information to inform instruction as well as college and career planning system.

Year 2 Benchmark: By June 2012, 80% of all administrators and certificated staff will be trained on the use of Data Director use Data Director to gather and analyze information about student achievement and use that information to inform instruction as well as college and career planning system.

Year 3 Benchmark: By June 2013, 100% of all administrators and certificated staff will use Data Director to gather and analyze information about student achievement and use that information to inform instruction as well as college and career planning system.

Implementation Plan and Activities	Responsible Person	Time Line	Monitoring and Evaluation Activities
Develop a task force to source college and career	Chief Tech Officer Ed Services	Fall 2010	Meeting Minutest
Develop needs assessment and RFP	Chief Tech Officer Ed Services	Winter 2010	Meeting minutes RFP
Schedule vendor demonstrations	Chief Tech Officer Ed Services	Spring 2011	Agendas
Evaluate proposed systems and select	Chief Tech Officer Ed Services	Spring 2011	Evaluation forms
Develop implementation and training plan	Chief Tech Officer Ed Services	Summer 2011	Training schedules
Begin training	Vendor IT staff	Spring 2009	Training schedules Sign-in sheets
Implement additional features of SIS at all sites	IT staff	ongoing	Site access
Train users on Data Director to gather and analyze student achievement data to use that information to inform instruction.	Vendor Testing Department staff	Twice yearly	Sign-in sheets

3j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.

With the spectrum of technology available throughout the community, CNUSD supports and encourages the development of technology as a tool to enhance communication between home and school and to make communication with teachers and administrators more accessible to parents. Through CNUSD's partnerships with the Corona and Norco city libraries, parents without internet access can use library computers and receive training from library staff on how to access CNUSD on-line information and contact teachers via free web-based email.

1. Zangle Parent Connection

CNUSD parents have the ability to login into the secure SIS web portal to view student attendance, grades, assignments, grades, demographics and transcripts.

The portal provides parents with a self-service features to change their contact information. The service is currently rolled out to 50% of our schools.

2. Connect-Ed

This system efficiently enables CNUSD to communicate with parents for routine announcements and during emergencies. Each school site principal has an account to initiate a call either on their computer or conveniently using their cell phone. Connect-Ed then sends out the messages to all parents en-masse.

3. Blackboard

Blackboard is a learning management system that provides parents the opportunity to take an active role in their children's' education. Parents can review homework, in class assignments and additional resources by logging in from home to the teacher site.

4. Schoolwires Web Development

Schoolwires is the CNUSD web engine that hosts the main district and teacher websites. Schoolwires now offers a new tool known as Centricity that enables a teacher to consolidate their content into a portal-like environment including a dashboard.

5. Micorosoft Hosted Email

CNUSD technology department is currently upgrading and migrating the in-house hosted email exchange services to Microsoft online hosted services. Microsoft provides up to 25GB of storage per mailbox at a much reduced cost. This lessens the fiscal burden on I.T services to provide mass storage. 20% of the schools will have been migrated by end of 2010. Administrators and teachers will have fully web hosted email services to communicate with parents.

3j. Goal to use technology to Improve Two-way Communication Between Home and School
Goal #5: Use technology to make teachers and administrators more accessible to parents
Objective 5.1: By June 2014, complete parent portal services and Blackboard deployment
Year 1 Benchmark: By June 2012, deploy parent portal to the rest of the schools and additional training for Connect-Ed
Year 2 Benchmark: By June 2013, integrate Blackboard, Connect-Ed and Zangle with student data
Year 3 Benchmark: By June 2014, allow all parents access to the parent portal
Objective 5.2: By June 2014, 80% of all teachers will develop and maintain a teacher web page
Year 1 Benchmark: By June 2011, district will develop policies and procedures regarding teacher web pages and provide teachers the ability to develop and maintain a teacher web page
Year 2 Benchmark: By June 2012, 40% of all teachers will develop and maintain a teacher web page
Year 3 Benchmark: By June 2013, 80% of all teachers will develop and maintain a

teacher web page on schoolwires
Objective 5.3: By June 2014, 100% upgraded, migrate and trained all users on Microsoft hosted 2010 email services to enable them communicate with parents
Year 1 Benchmark: By June 2011, 80% of all administrators and teachers will use new e-mail to communicate with parents
Year 2 Benchmark: By June 2012, 90% of all administrators and teachers will use new e-mail to communicate with parents
Year 3 Benchmark: By June 2013, 100% of all administrators and teachers will use new e-mail to communicate with parents

Implementation Plan and Activities	Responsible Person	Time Line	Monitoring and Evaluation Activities
Rollout Parent Connection to the rest of schools	IT staff	June 2012	Site access
Connect-Ed training	IT staff	Ongoing	Training attendee lists
Train users on Blackboard	IT staff	Winter 2011	Training attendee lists
Implement parent portal	IT staff	Spring 2009	Parent access Link on CNUSD website to portal
Develop policies and procedures regarding teacher web pages	Cabinet C & I Staff IT staff	Ongoing	Policies and procedures
Train teachers and administrators how to create and maintain web pages	IT staff	Ongoing	Sign-in sheets Teacher web pages
Provide training to all administrators and teachers on the use of e-mail, as needed	IT staff	On-going	Training attendee lists
Provide parents and other stakeholders with staff e-mail addresses	Site Administration Teachers	On-going	Site web pages Newsletters

3k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.

Each goal and objective in this section has specific monitoring components embedded. Each implementation plan activity has listed who is responsible for monitoring the evaluation indicated. Using the tools identified in the charts above, the responsible person will collect data about each particular activity or benchmark. The core committee will review the data on a semi-annual basis and make recommendations for program modification.

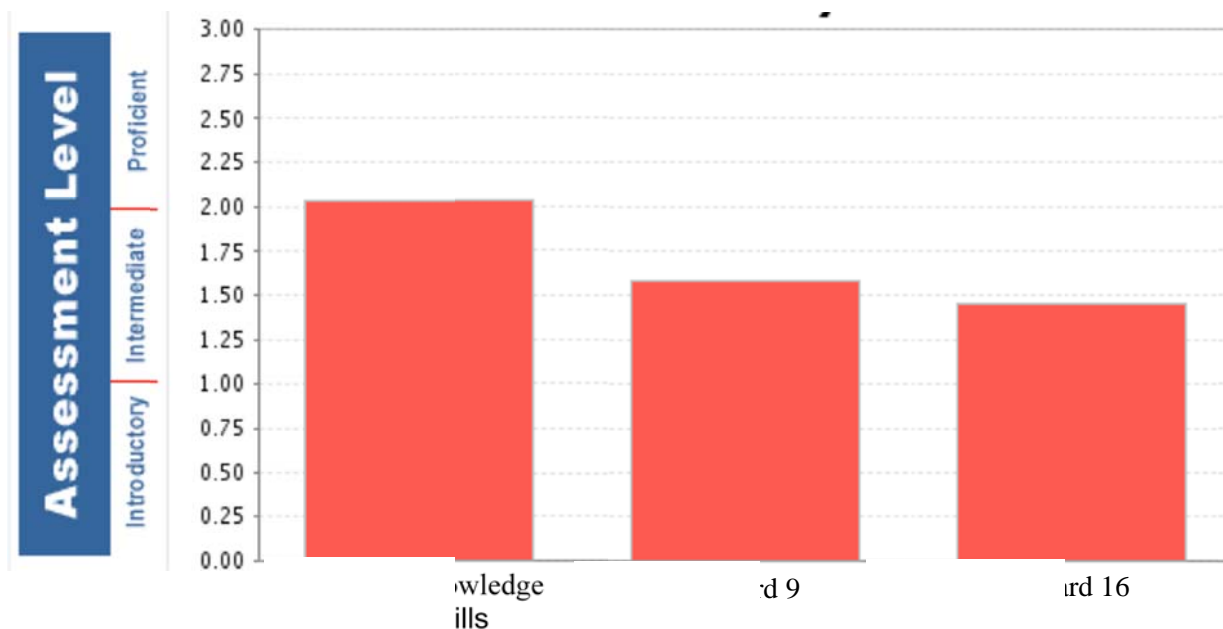
4. Professional Development Component

4a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.

Corona Norco Unified School District requires that each district certificated teacher and administrator complete the EdTech Profile Assessment (<http://www.edtechprofile.org>) in the spring of each academic school year.

The EdTech Profile data, referred to in this document is reflective of the surveys completed by Fall of 2010. Corona Norco Unified School District had 2525 credentialed teachers as of the October 2010 data collection from EdTechProfile.

The data, collected from the EdTech Profile survey, represents the assessment summary for 1946 out of 2438 credentialed teachers or 77% of the district teachers.



This figure indicates the three areas of proficiency as reported by the EdTech Profile

survey: Computer Knowledge and Skills, Standard 9 Using Technology in the Classroom, and Standard 16 Using technology to Support Student Learning.

Results from the data indicate that the participants scored in the Intermediate range in all three areas and that the area of greatest strength is in Computer Knowledge and Skills and the area of greatest improvement is Standard 16.

Figures 5, 6, and 7 will illustrate each category in greater detail by breaking down each one into its individual skill sets.

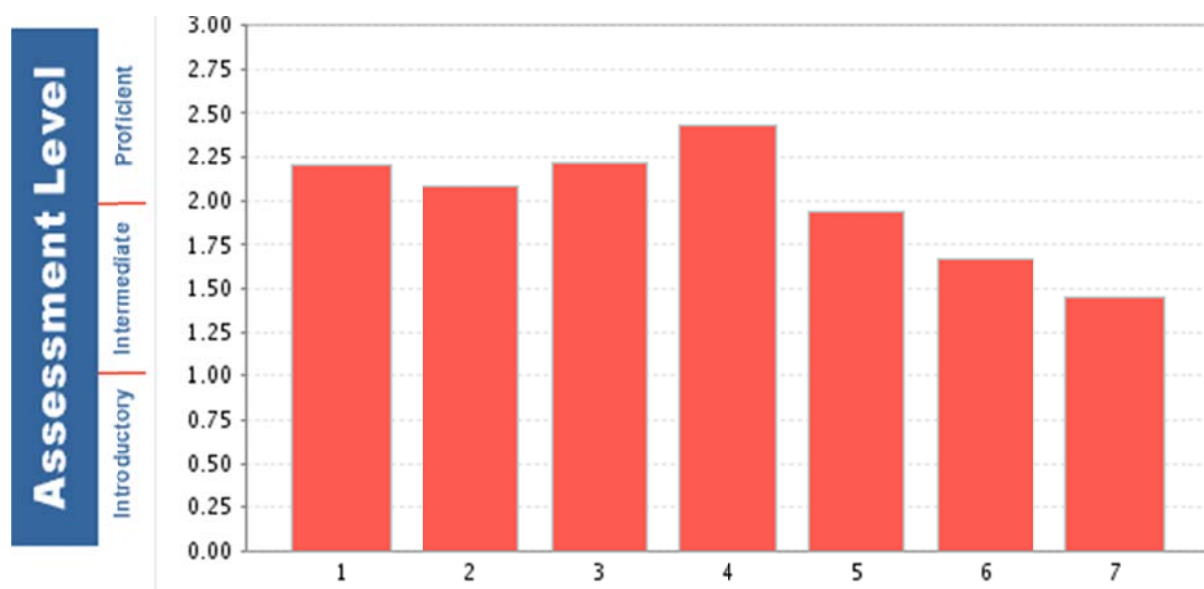


Figure 2 is broken down into the following seven sub categories:

1. General computer knowledge and skills
2. Internet skills
3. Email skills
4. Word processing skills
5. Presentation software skills
6. Spreadsheet software skills
7. Database software skill

Results from the data in Figure 5 indicate that the area of greatest strength is word

processing skills while the area in need of greatest improvement is database software skills.

Knowledge
down

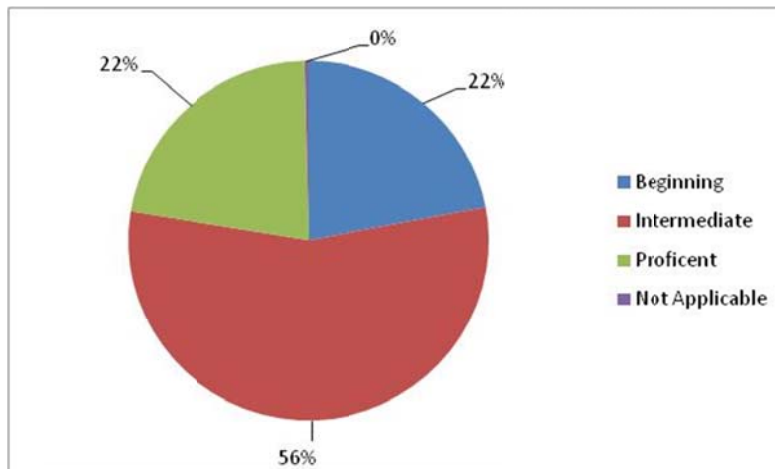
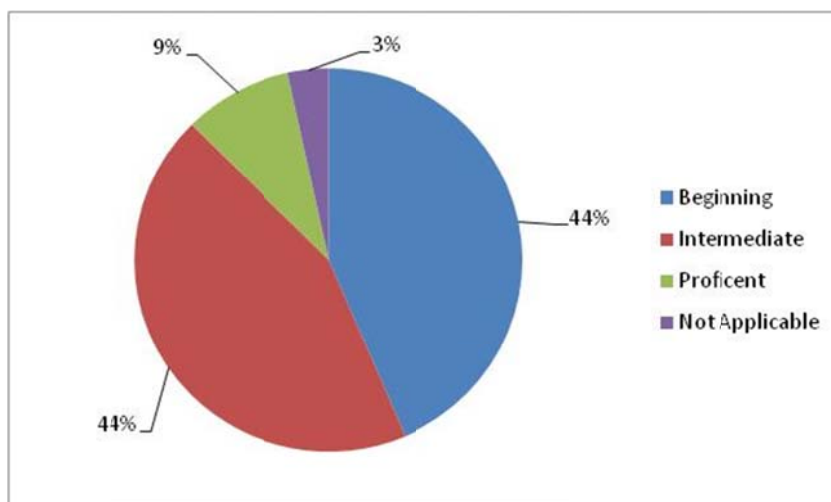


Figure 6 provides greater analysis in the breakdown of teacher proficiency. The results indicate that 56% of the teachers see themselves as Intermediate in their proficiency level.

CCTC Program Standard 9: Using Technology in the Classroom



The questions used in Standard 9 provide feedback on how our teachers view their ability to use technology in the classroom. Results from Figure 7, shown above, indicate that the majority of our teachers consider themselves at a beginning level when it comes to using technology in

the classroom. This represents a significant improvement over 2008 data where only 33% of CNUSD teachers reported intermediate proficiency while 54% reported beginning proficiency. In the proficient category 2008 data 5% reporting proficient current 2009 data show an increase to 9%.

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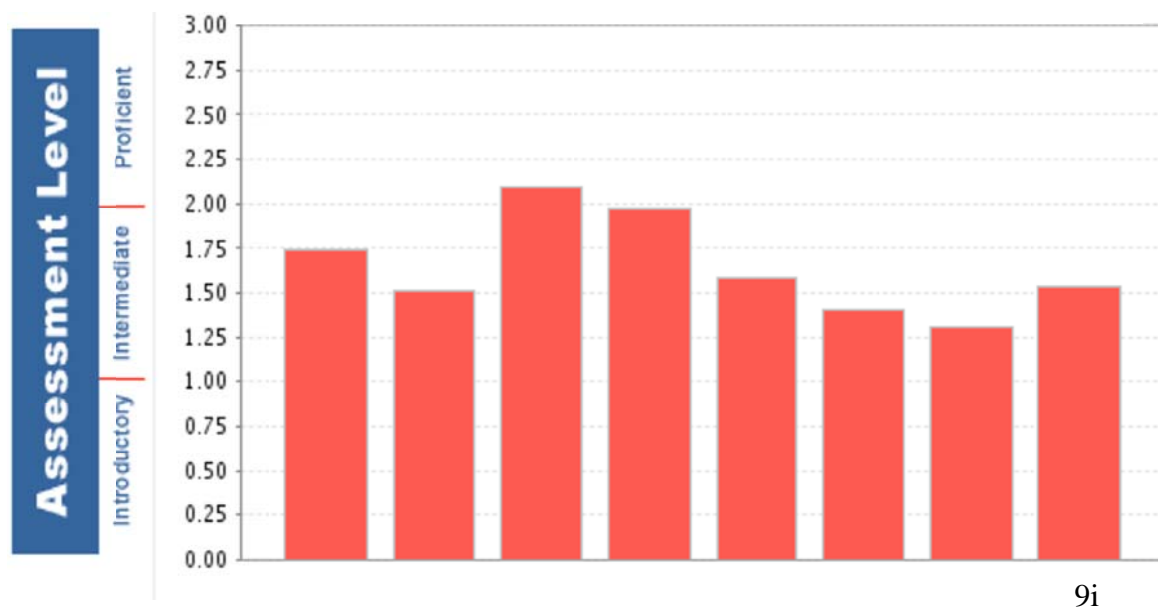


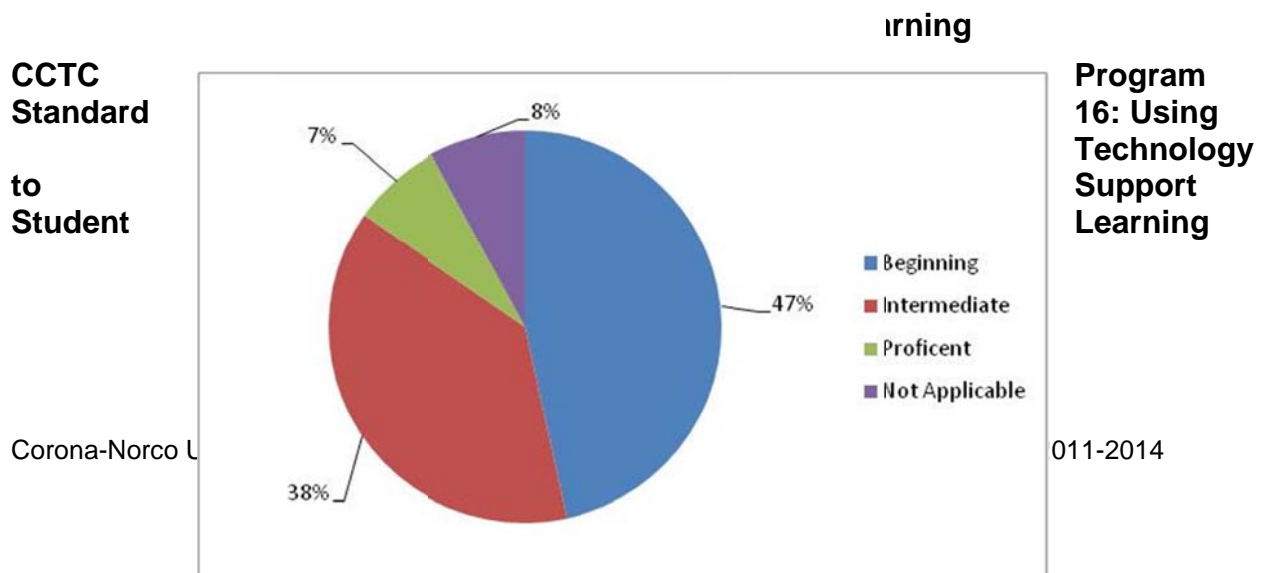
Figure 5 is broken down into the following seven sub categories:

1. Standard 9a - Management and alignment of technology in curriculum.
2. Standard 9b - Knowledge of research and best practices in technology in education.
3. Standard 9d - Record management and communication using technology.
4. Standard 9e - Online collaboration.
5. Standard 9f - Evaluation and use of technological resources within district guidelines to address student learning needs.
6. Standard 9g - Evaluation and selection of educational software
7. Standard 9h - Use of electronic research tool and assessment data gathered.
8. Standard 9i – Knowledge of Federal and State Laws, Acceptable Use policies, and Network security.

Results from Figure 8, indicate that teachers feel the most confident working the areas of standard 9d and 9e and least comfortable in standard 9h. It is positive to note that all levels fell within the Intermediate levels.

Standard 9d and 9e deal with record management with technology (electronic gradebook), communication through technology-generated materials, and online collaboration. A closer look at online collaboration shows 36% regularly use e-mail to communicate with colleagues, students and parents, depending on school policy and use a variety of computer-based collaborative environments to support instructional content in the classroom and provide students with the opportunity to participate in online communication with peers and experts. An additional 33% reported knowing how to use basic features of e-mail to receive, read, and send, reply, forward and save e-mail messages and were aware of the existence of online collaborative environments like newsgroups, listservs and instant messaging, and occasionally use them in the classroom.

Standard 9h deals with using electronic research tools and assessment of data gathered. A closer look at this standard demonstrated that 46% were able to identify a variety of electronic research tools but occasionally included the use of these tools in their lessons. A small percentage (11%) felt confident in teaching their students how to use electronic research tools and evaluate the quality of material found. This group also designs lessons that require students to use electronic research tools.



The questions used for Standard 16 provide feedback on how teachers view their ability in using technology to support student learning. Again CNUSD has demonstrated a gain in teacher proficiency. In 2008 teachers reported 56% beginning, 27% intermediate and 4% proficient. Current 2010 data displayed in figure 9, demonstrates large gains in both intermediate and proficient percentages while teachers reporting beginning proficiency decreased by 9%.

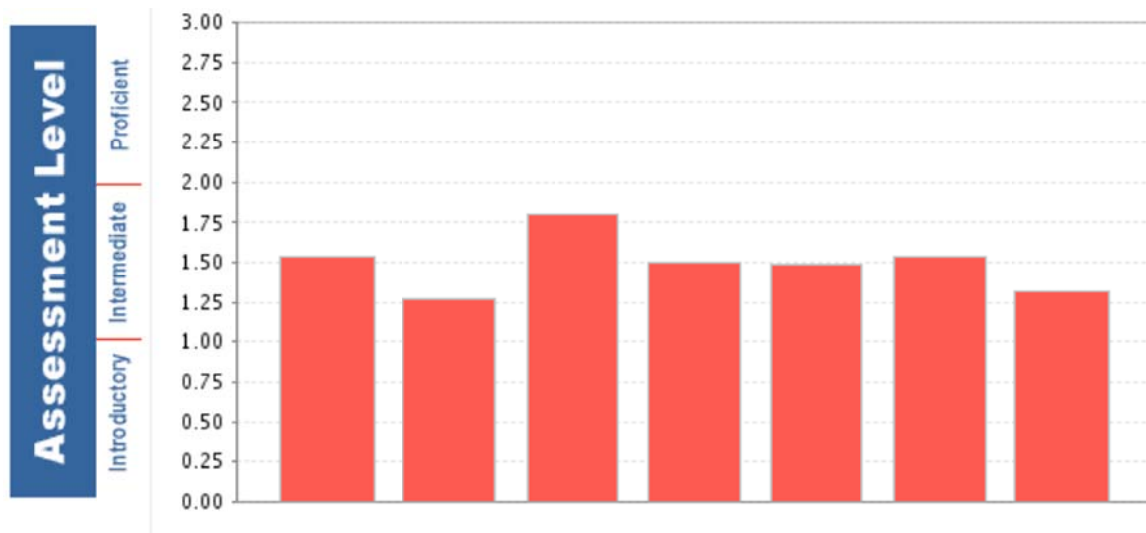


Figure 10 is broken down into the following seven sub categories:

1. Standard 16a – Communication using a variety of electronic media
2. Standard 16b – Communication with other professionals

3. Standard 16c – Alignment and use of technological resources to enhance lessons with curriculum
4. Standard 16d – Development of Information Literacy and Problem-Solving skills.
5. Standard 16e – Creating effective learning environments with technology-enhanced learning opportunities and evaluating its effectiveness.
6. Standard 16f – Use of data to assess and communicate student learning.
7. Standard 16g – Evaluation, monitoring, and adjustment of technology enhanced instruction.

Results from Figure 10 indicate the greatest strength is in standard 16c, while the greatest need for improvement is seen in standard 16b. It is positive to note that all levels fell within the Intermediate levels.

Standard 16c deals with the alignment of technology-enhanced lessons with curriculum and the use of available technological resources. A closer look reveals that 52% use a variety of technological resources available to them from classroom, school, district and community. In addition, 44% said they use a variety of technological resources in lessons to support student learning and design classroom curriculum lessons which incorporate the use of technology.

Communication with other professionals (Standard 16b) is an area that can be improved upon. Over half (55%) of the participants said they were familiar with computer-based collaborative tools and recognized how they could be useful, but did not feel comfortable using such methods. This information is very valuable in determining future professional development offerings.

Administrator Computer Knowledge and Skills

3

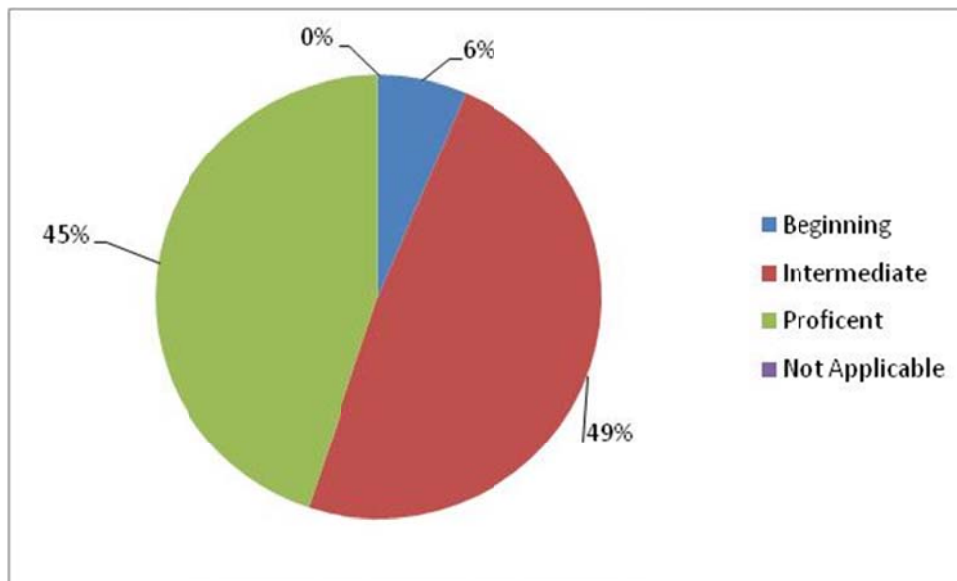


Figure 11, shown above, indicates that just under half of the administrators surveyed in spring 2010 EdTech Profile rank themselves as having Intermediate proficiencies for computer knowledge and skills.

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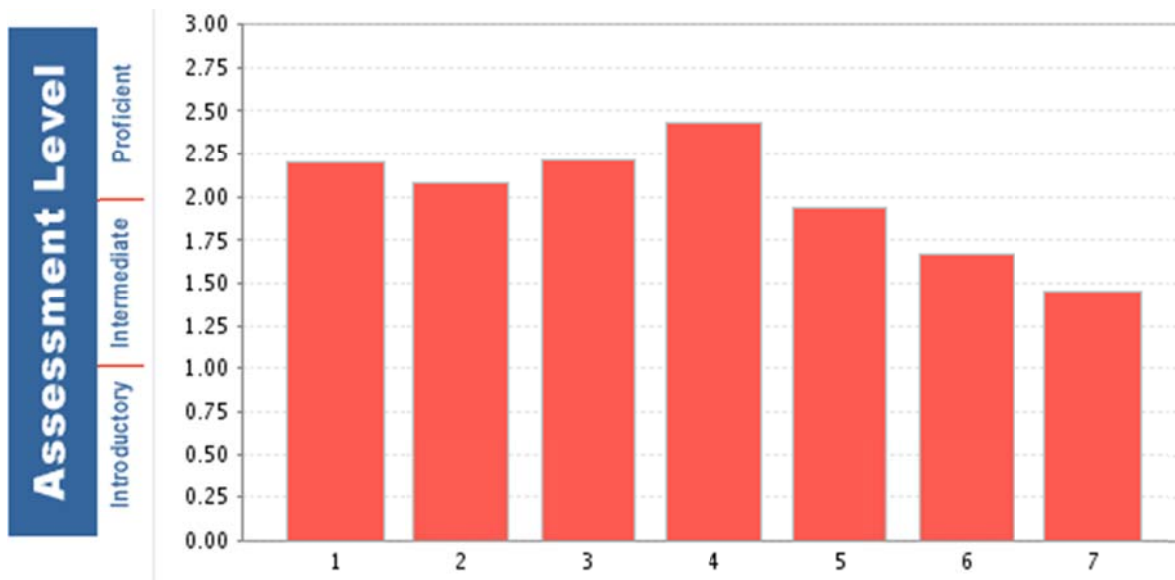


Figure 12 is broken down into the following seven sub categories:

1. General computer knowledge and skills
2. Internet skills
3. Email skills
4. Word processing skills
5. Presentation software skills
6. Spreadsheet software skills
7. Database software skills

Results from the data in Figure 12 indicate that the area of greatest strength is word processing skills, while the area in need of greatest improvement is database software skills.

Professional Development

The EdTech Profile survey focuses on four areas. The first looks at the number of hours spent in professional development. The second looks at needs and preferences for technology training. The third and fourth areas focus on preferences in the way trainings are given and the time of day they are offered. The following four figures provide a detailed look at the four areas within professional development.

Figure 13: Staff Development

Question 1: How many hours of formal professional development in the use of computers and the Internet did you participate in during the last 3 years?

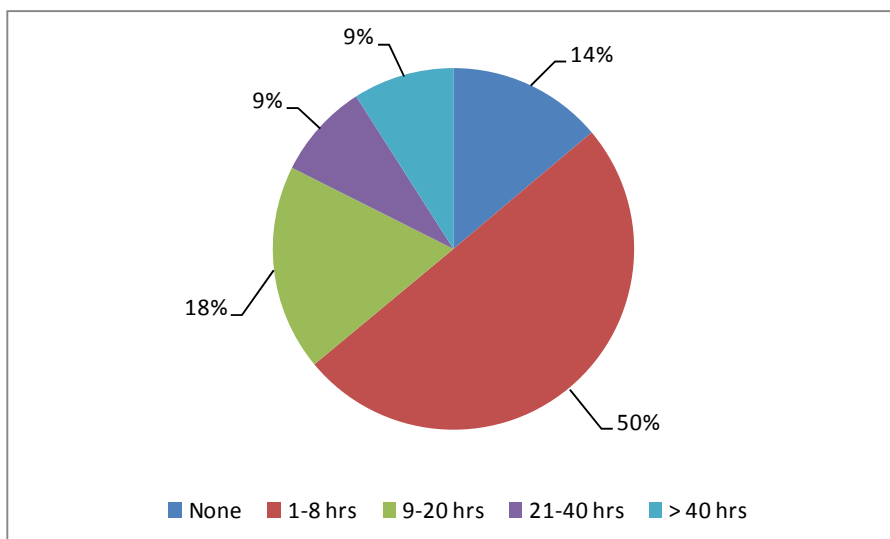


Figure 13 indicates that 64% of the participants have had 8 hours of training or less during the last three years.

Figure 14: Staff Development
Question 2: I need opportunities to participate in educational technology staff development focused on:

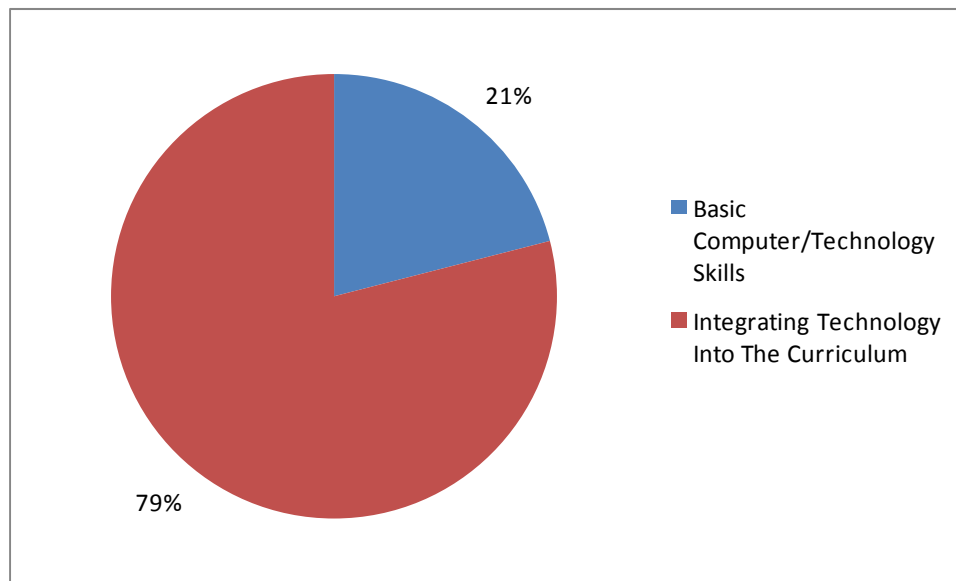


Figure 14 indicates the area of focus in educational technology training that teachers desired. A majority (79%) of teachers would like to see trainings integrating technology into the curriculum. Smaller percentages (21%) of our teachers still need to receive basic computer and technology skills. This trend shows that our teachers are moving beyond the basic applications of computer technology and moving towards the integration of technology into the curriculum.

Figure 15: Staff Development
Question 3: Indicate your needs and preferences regarding technology training at your school.

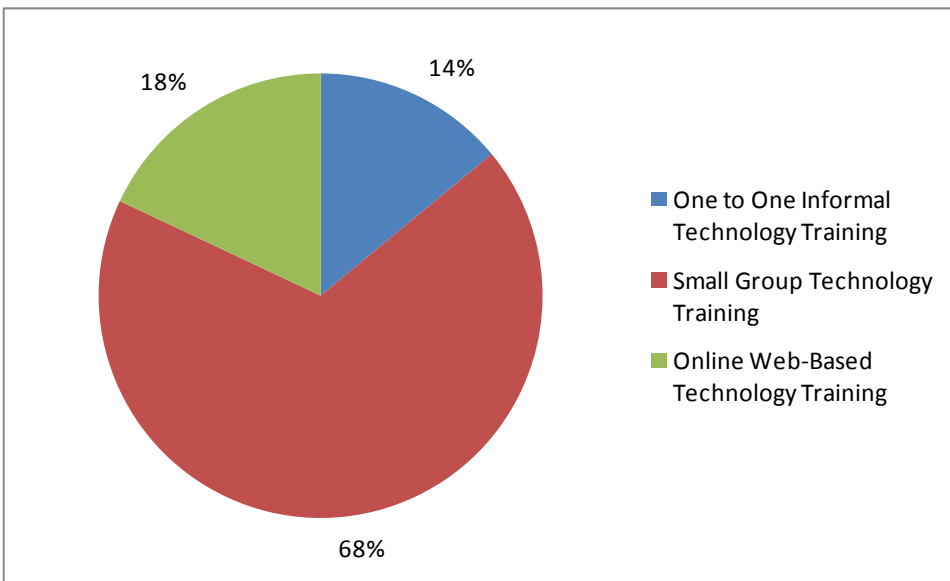


Figure 15 focuses on the preference or need regarding technology training within the district. More than half (68%) of teachers would prefer staff development to occur in a small group setting. A small percentage of teachers (14%) preferred one-on-one training, and this set of teachers might not be as confident or comfortable integrating technology into the classroom or curriculum. The group that preferred online web based training is most likely the group of teachers that feels very competent in integrating technology in the classroom or curriculum.

Figure 16: Staff Development
Question 4: Indicate your needs and preferences regarding technology training at your school.

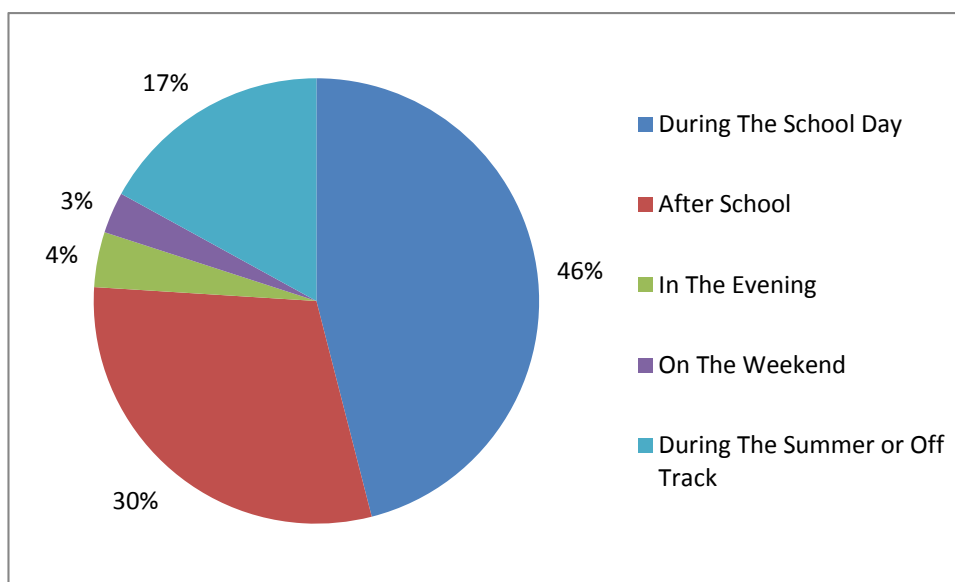


Figure 16 focuses on the preference or need regarding technology training within the district. More than half (63%) of teachers would prefer staff development to occur in a small group setting. A small percentage of teachers (16%) preferred one-on-one training, and this set of teachers might not be as confident or comfortable integrating technology into the classroom or curriculum. The group that preferred online web based training is most likely the group of teachers that feels very competent in integrating technology in the classroom or curriculum.

4b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on district needs assessment data (4a) and the Curriculum Component objectives (sections 3d-3j) of the plan.

The assessment summary from EdTech Profile indicated that our teachers are in need of more professional development. CNUSD continues to offer traditional staff development opportunities with full-day and after-school trainings via the District Office, school site, and Adult Education program. CNUSD is also committed to exploring new and innovative staff development opportunities and the feasibility of expanding offerings that will count toward professional growth hours and/or college credit as an incentive for participation in these courses.

Staff development offerings will place a strong emphasis on integrating technology applications into the curriculum. As teachers gain confidence in the use of technology, they become more proficient in utilizing technology to gather and disseminate student data to make informed instructional decisions, facilitate home to school communication, and use technology components of adopted curriculum. As teachers progress through the staff development, they will be more receptive to utilizing emerging technology.

Table 19 provides an overview of six areas that professional development will focus on over the next three years. Examples for each area are listed to provide clarity and avoid redundancy.

Table 19 - Professional Development for Using Technology to Enhance Teaching and Promote Learning

Target	Examples
Improve Technology Skills	Use of district approved Hardware and Software
Improve Teaching and Learning	First Best Instruction Classroom Management Strategies Data Analysis 21 st Century skills Learning Management System environment District Adopted Curricular Resources
Improve Home & School Communication	Blackboard Connect District, School & Teacher Websites Printed Media

	Parent/Student Portal Email Social Networking
Improve Assessment Technology Use	Electronic Grade Books Portable Devices Data Analysis Resources from Textbooks Adoptions Online Assessment Resource/Tools
Improve Emerging Technology Use	Podcasts, Blogs, and Wikis Video Conferencing Student Response Systems Interactive Boards and Handheld Devices
Improve Use of Technology Components of Adopted Curriculum	Continuous and proactive effort in evaluating and exploring emerging technologies. Create a collaborative environment with all constituents to pilot innovative ideas learned through research or conferences

CNUSD is committed to providing a high-quality comprehensive technology staff development program for all classified, certificated and administrative personnel. The EdTech Profile survey will be utilized as an assessment tool to measure proficiency levels of district personnel to shape effective staff development offerings. Each year, the staff development schedule and offerings will be monitored, evaluated and revised to provide for a continuous cycle of improvement.

4b. Provide Professional Development Based on Curriculum Needs
Goal # 6: Site administrators and teachers will become proficient in the use of district supported technologies to promote student achievement
Objective 6.1: By June 30, 2014, 70% of core curriculum teachers will receive training to integrate technology into the curriculum to promote student achievement.
Measurable Benchmarks:
Year 1 Benchmark: By June 2012, 20% of core curriculum teachers will receive training to increase technology integration to promote student learning.
Year 2 Benchmark: By June 2013, 50% of core curriculum teachers will receive training to increase their proficiency in technology integration to promote student learning.
Year 3 Benchmark: By June 2014, 70% of core curriculum teachers will receive training to increase their proficiency in technology integration to promote student learning.
Objective 6.2: By June 30, 2014, 70% of administrators and teachers will receive training to collect and use student data to make informed instructional decisions.
Measurable Benchmarks:
Year 1 Benchmark: By June 2012, 20% of administrators and teachers will receive training to collect and use student data to make informed instructional decisions.
Year 2 Benchmark: By June 2013, 40% of administrators and teachers will receive

training to collect and use student data to make informed instructional decisions.

Year 3 Benchmark By June 2014, 70% of administrators and teachers will receive training to collect and use student data to make informed instructional decisions.

Implementation Plan and Activities	Responsible Person	Time Line	Monitoring and Evaluation Activities
All certificated staff will take the EdTech Profile Survey as a means to evaluate needs	District Office Staff	Spring, annually	EdTech Profile data
Analyze data from EdTech Profile Survey to determine professional development needs	District Office Staff	Spring, annually	EdTech Profile Data Reports
Review and revise professional development schedule to align with needs assessment.	District Office Staff	Spring, annually for following year	Professional Development Schedule
Identify trainers to provide professional development.	District Office Staff by department	Spring, annually for following year	List of trainers
Identify administrative and certificated staff to receive professional development training.	District Office Staff by department Site Administration	August, annually	Training Attendee Lists
Identify professional development locations to provide professional development opportunities.	District Office Staff by department	June, annually	List of training facilities
Conduct the following professional development course offerings: <ul style="list-style-type: none"> • Productivity applications • Basic Classroom Tech integration • Using District E-mail • Step Up to Writing Integrating MS Word • Discovery Streaming • Score Lesson Ideas on the Web • Using Interactive whiteboards in the Classroom • Using Document 	District Office Staff by department	Ongoing Fall & Spring	Sign in sheets and evaluations

Cameras <ul style="list-style-type: none"> • Photostory • INTEL Teach to the Future • Data Director • Integrating Supplementary Textbook Adopted materials 			
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4b. Provide Professional Development Based on Curriculum Needs

Goal #7: Site administrators and teachers will become proficient in the use of district supported technologies to facilitate home to school communication.

Objective 7.1: By June 30, 2014, 70% of administrators and teachers receive training in effective use of technology to facilitate home to school communication.

Measurable Benchmarks:

Year 1 Benchmark: By June 2012, 20% of administrators and teachers receive training in effective use of technology to facilitate home to school communication.

Year 2 Benchmark: By June 2013, 40% of administrators and teachers receive training in effective use of technology to facilitate home to school communication.

Year 3 Benchmark: By June 2014, 70% of administrators and teachers receive training in effective use of technology to facilitate home to school communication.

Implementation Plan and Activities	Responsible Person	Time Line	Monitoring and Evaluation Activities
A district professional development schedule will be developed each year.	District Office Staff	Spring, annually for following year	Professional Development Schedule
Identify trainers to provide professional development.	District Office Staff by department	Spring, annually for following year	List of trainers
Identify administrators and certificated staff to receive professional development training.	District Office Staff by department Site Administration	August, annually	Training Attendee Lists
Identify professional development locations to provide professional development opportunities.	District Office Staff by department	June, annually	List of training facilities
Conduct the following professional development course offerings:	District Office Staff by department	Ongoing Fall & Spring	Sign in sheets and evaluations

<ul style="list-style-type: none"> • MS Word, Power Point and Excel • Using District E-mail • Discovery Streaming • Data Director • Web page development • Blackboard • Online course development • Reporting Services 			
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4b. Provide Professional Development Based on Curriculum Needs

Goal #8: Classified staff will become proficient in the technology skills necessary to support instructional and business operations of the district.

Objective 8.1: By June 30, 2014, 70% of classified staff will receive training in the necessary technology tools to support instructional and business operations in the district.

Measurable Benchmarks:

Year 1 Benchmark: By June 2012, 20% of classified staff will receive training in the necessary technology tools to support instructional and business operations in the district.

Year 2 Benchmark: By June 2013, 40% of classified staff will receive training in the necessary technology tools to support instructional and business operations in the district.

Year 3 Benchmark: By June 2014, 70% of classified staff will receive training in the necessary technology tools to support instructional and business operations in the district.

Implementation Plan and Activities	Responsible Person	Time Line	Monitoring and Evaluation Activities
A district professional development schedule will be developed each year.	District Office Staff	Spring, annually for following year	Professional Development Schedule
Identify trainers to provide professional development.	District Office Staff by department	Spring, annually for following year	List of trainers
Identify Classified Staff needed to participate in EdTech Profile survey.	C&I Staff Site Administration	June 2012	List of Classified Staff and Survey Results

Identify Classified Staff to receive professional development training.	District Office Staff by department Site Administration	August, annually	Training Attendee Lists
Identify professional development locations to provide professional development opportunities.	District Office Staff by department	June, annually	List of training facilities
Conduct professional development offerings: <ul style="list-style-type: none"> • Destiny • SIS • Using District E-mail • Web development • Reporting Services 	District Office Staff by department	Ongoing Fall & Spring	Sign in sheets and evaluations

4c. Describe the process that will be used to monitor the Professional Development (section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.

Each goal and objective in this section has specific monitoring components embedded. Each implementation plan activity has listed who is responsible for monitoring the evaluation indicated. Using the tools identified in the charts above, the responsible person will collect data about each particular activity or benchmark. The core committee will review the data on a semi-annual basis and make recommendations for program modification.

5. Infrastructure, Hardware, Technical Support, and Software Component

5a. Describe the existing hardware, Internet access, electronic learning resources, and the technical support already in the district that could be used to support the Curriculum and Professional Development Components (sections 3 & 4) of the plan.

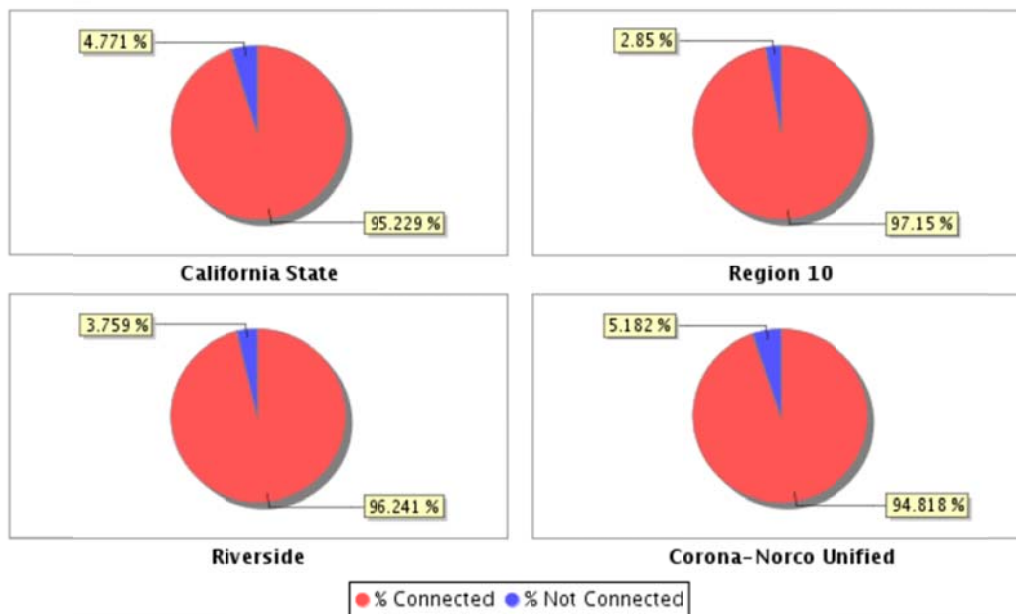
Hardware - Computers

The number of instructional computers in the school district is over 12,000. This number includes a few Macintosh and majority Windows computers. As discussed in Section 3h, 44% of these computers are four years or older.

Based on the 2008-09 California School Technology Survey, the average computer-to-student ratio for the district is 6:1 overall. That number has decreased to 4:1 at the intermediate schools. However, this does not take into account the age or processing speed of the computers.

The district is evaluating the use of other technologies to increase the student to computer ratio. Some of the new technologies added to the district include APP-V that enables CNUSD to run virtual applications that would ordinarily be installed multiple times.

The 2008-09 California School Technology Survey shows that almost 95% of all computers are connected to the Internet (see Figure 18). The few remaining computers are older machines which have been repurposed and used for word processing, education software, and other activities which do not require access to the Internet.



Location	% Connected	% Not Connected
California State	95.23	4.77
Region 10	97.15	2.85
Riverside	96.24	3.76
Corona-Norco Unified	94.82	5.18

For standardization and purchasing purposes, minimum standards have been established for computers. See Appendix Q for a list of these standards. Because technology changes so rapidly, these standards are reviewed and revised on an on-going basis. Beginning in 2010, the District will use Microsoft’s System Center Configuration Manager (SCCM) to computer management and inventory.

Hardware – Other

Many school sites are equipped with hardware, including digital cameras, LCDs, classroom sets of DVD players, student response systems, document cameras, interactive boards, Interwrite pads, interactive pens (i-pens) and laptop computers. Alpha Smarts are available for third grade through twelfth grades on a check-out basis at each school site. All elementary schools have at least one set of responders. Most sites have at least one staff member who assists in training site staff in the use of this equipment. Laptops are supported by the district’s Computer Technicians. Computers

under three years old are under warranty. On the other hand, for equipment that is out of warranty, the district uses several outside vendors for repairs.

Software and Electronic Learning Resources

Whenever possible, network versions of software titles are installed and supported by CNUSD technical staff. SCCM is used to install all software.

The school district has standardized on the Microsoft Office suite of programs for office applications and instruction in grades K-12. Microsoft Word is the word processing program adopted for instructional use in the elementary schools. MS Access and Excel are used for the database and spreadsheet curriculum and Standards integration. Internet Explorer is used as the standard Web browser by staff and students and Microsoft Outlook with Exchange is the standard e-mail system for staff.

Various student-centered programs are being used throughout the District to allow students to pursue video editing using such applications such as Adobe Premiere and Final Cut Pro. Elementary and intermediate schools are encouraged to use Inspiration and Kidspiration as graphic organizational tools in concert with Microsoft Office. Students at the secondary level have the opportunity to explore graphics design through various 3-D and 2-D software application tools such as 3-D Studio Max and Photoshop. Web development courses are also available at the secondary level utilizing a variety of software applications.

The District uses Data Director to analyze test data by student, course, school and district. Teachers use the standardized test scores and STAR assessment results contained in Data Director to identify students' academic strengths and weaknesses.

The District provides Discovery Streaming accounts for each teacher to support curriculum development and improve student engagement through the use of technology.

Rosetta Stone has been installed at every school site in the District as a tool to assist students in the acquisition of the English language.

The District currently uses Zangle, a fully integrated student information system supported by C-Innovation. This system runs a Microsoft SQL server backend. The schools access this system using the TriCerat application on a terminal services environment. The financial system currently runs of Quintessential School systems software. This system runs on an HP3000.

A package from Pitney Bowes has been implemented on a virtual machine (VMware) running SQL Server, to track internal and external shipping and receiving information. Warehouse personnel use PDA's to capture digital signatures when items are received. There is a web interface to track outbound shipments.

The district utilizes Order Processing and Requisition Accelerator (OPRA) from Package Products & Services, Inc. (PPS) to enter work orders for the Maintenance, Information Technology, and Food Services Departments. Work orders are assigned to appropriate personnel and then closed as they are completed. The database is hosted off-site by PPS.

Follett library and textbook automation software is used throughout the District. All library books, textbooks and other printed resources, along with students and faculty, have barcode identifications.

The staff in the district office divisions and departments, as well as school offices run on a Windows platform, running Microsoft Office productivity suite. The district office will continue to use these programs, with updates, for several more years.

Network and Telecommunications Infrastructure and Physical Plant

The district's network is served by more than 80 servers of which 60 are in a virtual environment. These servers provide services such as DHCP, WINS, DNS, email, antivirus protection, authentication, filtering and file sharing.

There are also 47 Cisco core switches located at all of the site locations, including the district office (see Appendix D). Nearly all of the data traffic is switched at 100 Mbps at the sites. All Cisco routers, core switches and firewalls critical to District operation are covered by a Cisco Smartnet Warranty. In case of equipment failure, we receive a replacement unit by next business day. All other switches and routers not covered by Cisco Smartnet have a limited lifetime warranty. If necessary, there are spare network equipment in place to cover failed ones.

In order to maintain CIPA (Children Internet Protection Act) compliancy and to maintain a safe environment for the students of CNUSD, the district has implemented a web content filtering system that scans for inappropriate online traffic coming through the district's network. The district currently utilizes Palo Alto to maintain a current list of categorized URL's. Palo Alto is configured so that there are different levels of access based on the user accessing the internet. Every year, the district evaluates the emerging filtering technology on the market to determine the most efficient filtering system that fits the district's needs.

CNUSD utilizes email as a primary method of digital communication across the district. Microsoft Exchange online currently hosts all the CNUSD user accounts. The district provides email for all staff but does not provide email for students.

The district's network includes many small local area networks (LANs) operating in labs, libraries, offices, and classrooms at schools that are combined at each site to form a school site network that becomes a part of the district's wide area network (WAN) of all locations within 148 square miles. All schools are connected to the school districts WAN and the Internet.

The district's network currently accesses the Internet through our Internet Service Provider (ISP) with a 200 Mbps Ethernet connection. See Appendix R for a wide area network diagram. All schools a dedicated 1gigabit fiber optic connection back to the district office.

Table 20 – WAN and Bandwidth Connections

School Site	Circuit Type	Current Bandwidth
Adams ES	Fiber Optic	1Gbps
Anthony ES	Fiber Optic	1Gbps
Barton ES	Fiber Optic	1Gbps
Chavez K-8	Fiber Optic	1Gbps
Corona Ranch ES	Fiber Optic	1Gbps
Coronita ES	Fiber Optic	1Gbps
Eisenhower ES	Fiber Optic	1Gbps
Foothill ES	Fiber Optic	1Gbps
Franklin ES	Fiber Optic	1Gbps
Garretson ES	Fiber Optic	1Gbps
Harada ES	Fiber Optic	1Gbps
Highland ES	Fiber Optic	1Gbps
Home Gardens ES	Fiber Optic	1Gbps
Jefferson ES	Fiber Optic	1Gbps
Lincoln ES	Fiber Optic	1Gbps
McKinley ES	Fiber Optic	1Gbps
Norco ES	Fiber Optic	1Gbps
Orange ES	Fiber Optic	1Gbps
Parkridge ES	Fiber Optic	1Gbps
Parks ES	Fiber Optic	1Gbps
Prado View ES	Fiber Optic	1Gbps
Riverview ES	Fiber Optic	1Gbps
Sierra Vista ES	Fiber Optic	1Gbps
Stallings ES	Fiber Optic	1Gbps
Temescal Valley ES	Fiber Optic	1Gbps
Todd ES	Fiber Optic	1Gbps
VanderMolen ES	Fiber Optic	1Gbps
Vicentia ES	Fiber Optic	1Gbps
Victress Bower	Fiber Optic	1Gbps
Washington ES	Fiber Optic	1Gbps
Wilson ES	Fiber Optic	1Gbps
Auburndale Int.	Fiber Optic	1Gbps
Citrus Hills Int.	Fiber Optic	1Gbps
Corona Fundamental	Fiber Optic	1Gbps
El Cerrito Middle	Fiber Optic	1Gbps
Norco Int.	Fiber Optic	1Gbps
Raney Int.	Fiber Optic	1Gbps
River Heights Int.	Fiber Optic	1Gbps
Ramirez Int.	Fiber Optic	1Gbps
Orange Grove	Fiber Optic	1Gbps

School Site	Circuit Type	Current Bandwidth
Centennial	Fiber Optic	1Gbps
Corona	Fiber Optic	1Gbps
Norco	Fiber Optic	1Gbps
Roosevelt	Fiber Optic	1Gbps
Santiago	Fiber Optic	1Gbps

As new schools are constructed, the district will use 1Gbps point to point connectivity as funding permits. The district will also be using 100 Mbps or 1,000 Mbps to the desktop as funding permits.

Basic telephone service is required by the district in the normal course of business. Telephone access is provided in every classroom to allow teachers to communicate outside of the classroom, if necessary, regarding student safety. Long distance phone services are needed to allow schools to contact parents with regard to student attendance, health and safety issues, and make inquiries of vendors regarding curriculum supplies, etc.

Cell phones are used to communicate between district administration and site personnel regarding safety issues, classroom support, and emergency issues involving students. New schools have a telecommunications line specifically dedicated to the schools' fire alarm system. If funds permit, older schools may be retrofitted as well. All district personnel have the capability to send and receive e-mail as another form of communication in the district. District pricing for these services allows CNUSD to be more cost-effective in meeting the district's business and safety needs in supporting students and staff.

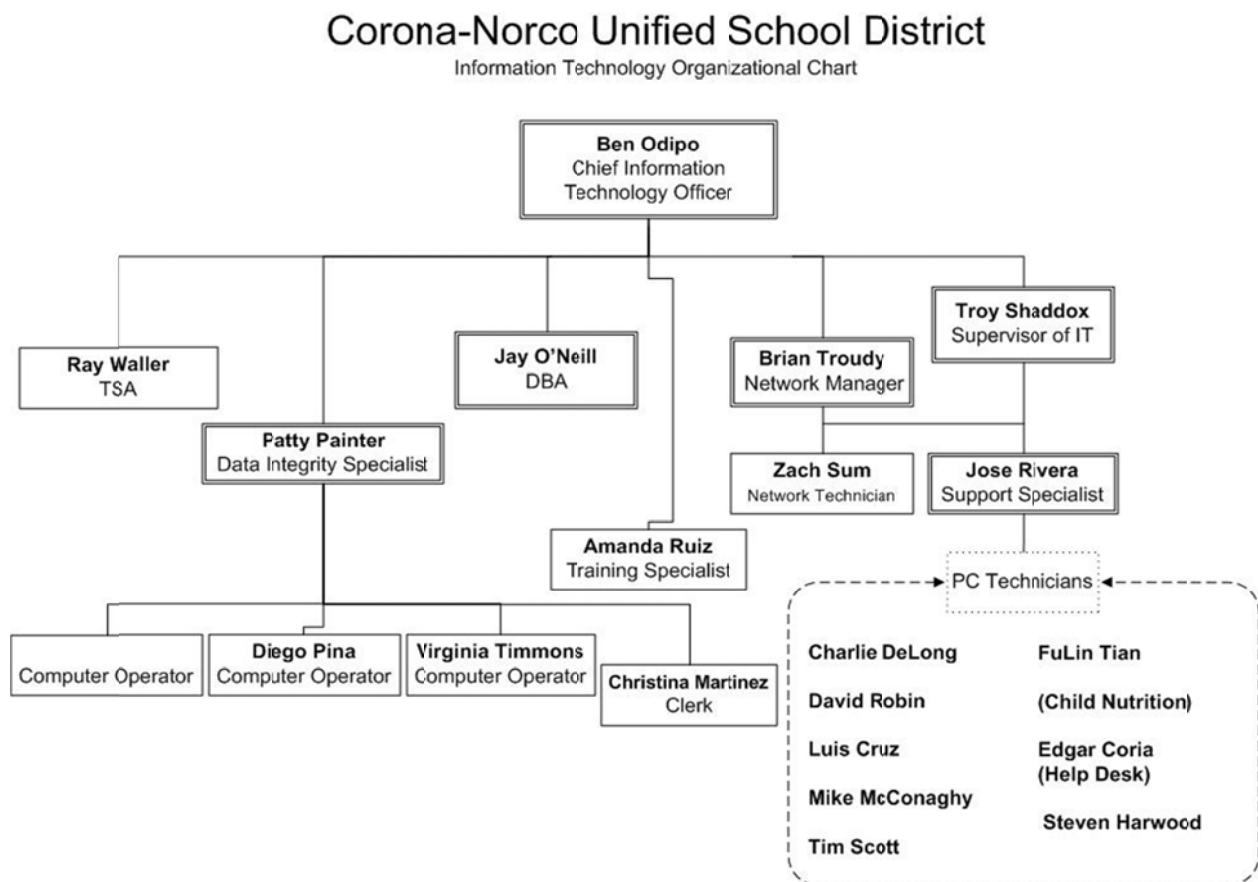
Technical Support

The Information Technology Department provides hardware, software, and network support. It is comprised of twenty one staff members:

- Chief Technology Officer
- Technology Supervisor
- Network Services Manager
- Database Analyst

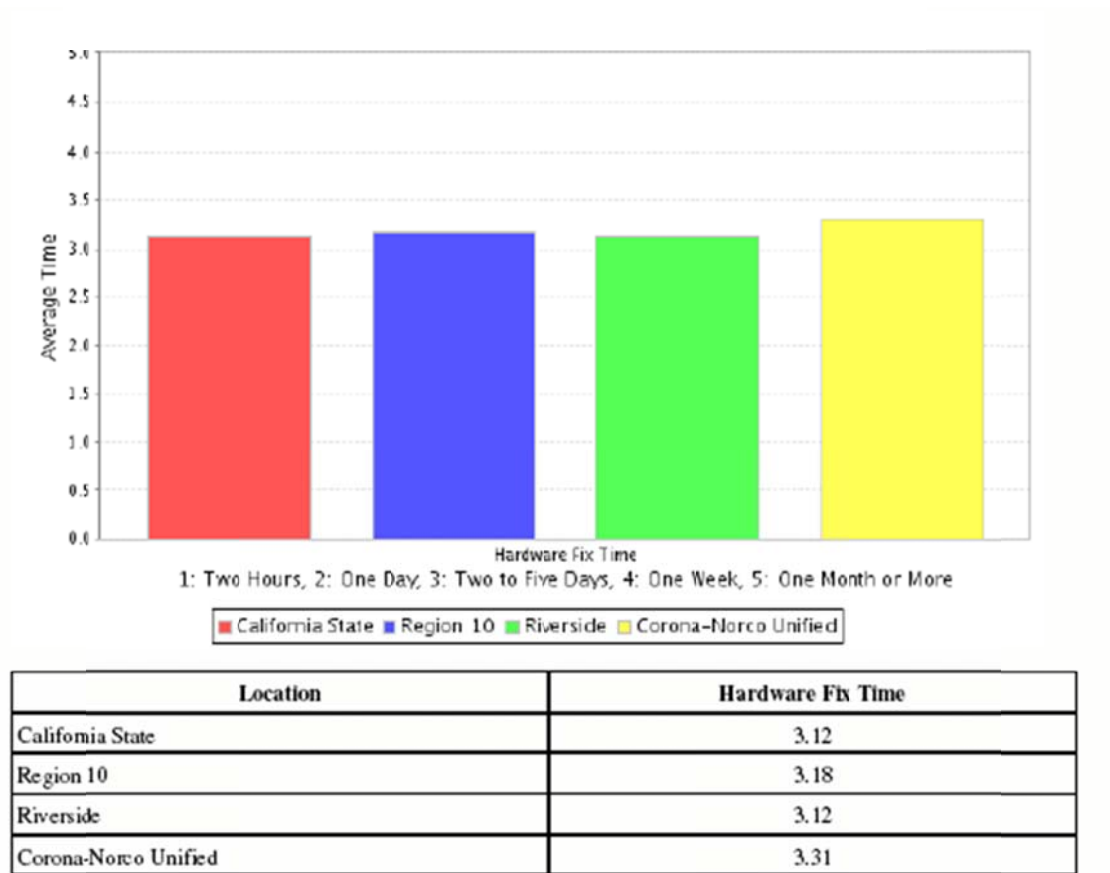
- Data Integrity Specialist
- Teacher on Special Assignment
- Information Services Support Specialist
- Training Specialist
- One Network Technician
- Nine Computer Repair Technicians
- One Computer Repair Technician/Help Desk
- Three Computer Operators
- One Clerk Typist

An organizational chart for the Information Technology Department is shown below:

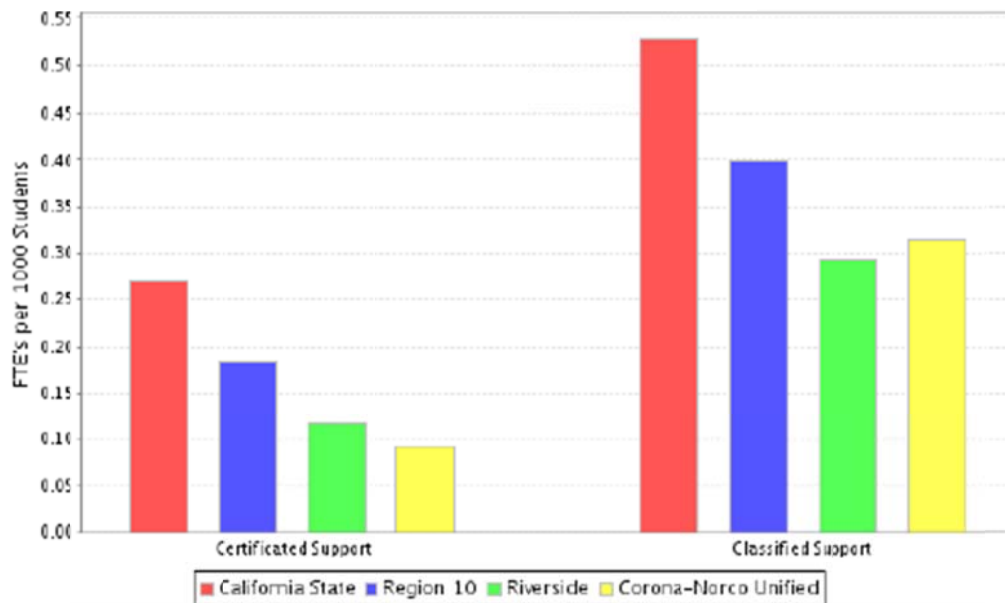


The support, repair and maintenance of computer equipment, and to a small degree network operation, are done by computer repair technicians. The 2008-9 California

School Technology Survey shows that it takes an average of two days to more than a week for hardware to be repaired (see Figure 20).



Based on the data from the 2008-09 California Schools Technology Survey, Figure 21, below, indicates that the District has .32 FTE classified technical support staff per thousand students.



Location	Certificated Support	Classified Support
California State	0.27	0.53
Region 10	0.18	0.4
Riverside	0.12	0.29
Corona-Norco Unified	0.09	0.32

That number has since been increased to 15 FTE or .38 FTE per thousand students. Based upon previous research and experience, the district has determined that a ratio of one computer technician for every 600 computers (1:600) would be adequate. The current ratio is approximately 1:800. Achieving a 1:600 ratio would require the addition of five more computer technicians. In addition, this would decrease the amount of time required to complete hardware repairs. With SCCM fully deployed, technicians are able to easily install software and troubleshoot problems remotely, which allows teachers to receive updated software in a timely manner and, therefore, enhance their ability to utilize technology in the classroom.

The District has made it a policy to include a three-year maintenance and support contract with equipment vendors (for example, KIS Computers) for the new computers that are purchased to cover the repair and/or replacement of parts (such as a hard drive). After the three year agreement CNUSD assumes the maintenance and upkeep responsibility as a function of the Information Technology Department.

The District also utilizes the services of vendors to assist with cabling, the installation of equipment such as wireless gear security cameras, classroom components, and specialized training for school site staff.

Sunesys Inc. is responsible for maintaining quality service for the high speed data lines among schools and the district office (Fiber Optics); and the Internet.

5b. Describe the technology hardware, electronic learning resources, networking and telecommunication infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support that activities in the Curriculum and Professional Development Components of the plan.

Implementing the District's curriculum and professional development goals, as outlined in Sections 3 and 4, requires adequate levels of hardware, software, network and telecommunications infrastructure, physical plant, and technical support. The following describes the needs in each of these areas.

Hardware – Computers

The age of many of the District's computers will affect the implementation of this plan. As funds are available, the District will replace computers which are four years and older, or upgrade them to a functioning level. Once identified, the old computers will be obsolete. District enrollment is projected to be 56,650 by 2014, which is a growth of over 8,200 students. We currently have a 5:1 student to computer ratio and this includes computers that are five years or older. In order for the 5:1 ratio to include only computers that are four years or newer, the District will need to purchase additional computers. In addition, the District will be building one new intermediate school and converting an existing elementary school to a K-8. Furniture and equipment monies will be used to purchase computers for the new schools being constructed; other computers will be purchased as funds permit.

The District is exploring implementing a five-year lease program for instructional computers where computers are used for four years and replaced in the fifth year. This would result in a built-in refresh cycle.

Hardware – Other

In implementing this plan, the District is evaluating the effectiveness of other hardware options in terms of instructional and staff needs. These include such items as LCD projectors, document cameras, interactive boards, student response systems, Mimios, handheld mobile devices, Interwrite pads and interactive pens (i-pens). Those items will be purchased as funds permit.

As a district, CNUSD currently has about 40 laptop carts used for student instruction. A majority of these laptops utilize mobile wireless connectivity to serve as mobile labs. Most of CNUSD elementary schools have mimios and responders in the classrooms.

Professional development in use of these items is addressed in Table 19.

Software and Electronic Learning Resources Needed

Some CNUSD classrooms have implemented the use of classroom technologies with great follow up professional development. They have devices such as mimios, responders, document Cameras and wireless laptops. The next phase of this implementation is to ensure more schools receive funding to implement the same with integrated professional development. With so many instructional technology initiatives, CNUSD is at the point where it requires a learning management system that creates a blended learning environment as we develop sophisticated users.

Adequate and appropriate software and electronic learning resources are also required for a successful implementation of the plan. These include but are not limited to:

- Productivity tools: Word, Excel, Access, PowerPoint, Publisher, MovieMaker, Photo Story, Adobe Suite, 3-D Home, Pacing Guides, Accelerated Reader/Math, Rosetta Stone, and core adopted resources
- Communication tools: Publisher, PowerPoint, Word, E-Mail, Sharepoint, Rosetta Stone, video conferencing, the Internet, LCD projectors, document cameras, Interactive boards, and mobile devices.
- Research tools: Discovery Education, Data Director, and the Internet
- Problem-solving and decision-making tools: Kidspiration, Data Director, core adopted resources
- Security tools: Active Directory, Palo Alto, Zangle, web mail SSL

In order to accommodate the Implementation Plan and Activities in Section 3d, the District has prioritized implementing the necessary software and electronic learning resources as follows:

- Year 1: Increase bandwidth for Internet access, convert to online Pacing Guides, core adopted resources, implement Blackboard and SCCM
- Year 2: Schoolwires, mounting LCD projectors and rollout mimios
- Year 3: Complete LCD projector mounting, document cameras, interactive boards, implement media share on Discovery Education

The District will leverage programs such as Microsoft Select and other volume and multi-user licensing programs in order to maximize resources.

In addition we will be migrating from the HP3000 platform to a Microsoft and Linux based systems for Business and HR enterprise applications.

Network and Telecommunications Infrastructure and Physical Plant

All of our schools are currently running at the 1 Gbps maximum speed. The current network connection speeds meets the needs of all sites for the next 3 years. The monthly service fee is currently funded through the priority 1 service level of the e-Rate program.

Technical Support

The successful implementation of this plan requires additions to current technical staff levels. The District is evaluating adding positions such as more computer technicians to improve on our current 1875:1 computer-to-technician ratio.

5c. List of clear annual benchmarks for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components as identified in section 5b.

Benchmarks and timelines for obtaining hardware and learning resources to support the other components of this plan are outlined in Section 3 and 4. Listed below are benchmarks and timelines for obtaining the necessary infrastructure and technical support:

5c. Hardware, infrastructure, learning resources and technical support required to support the other plan components as identified in Section 5b.
Goal #9. The district will acquire infrastructure and technical support to support the curriculum goals.
Objective 9.1: By June 2014, complete centralization of all servers throughout the district to the data center
Benchmarks for 1.1
Year 1 Benchmark. By June 2012, 50% of servers moved to the data center
Year 2 Benchmark. By June 2013, 75% of servers moved to the data center
Year 3 Benchmark. By June 2014, 100% of servers moved to the data center
Objective 9.2: By June 2014, implement server software to backup all district data

Year 1 Benchmark: By June 2012, 50% of data will be backed up
Year 2 Benchmark: By June 2013, 75% of data will be backed up
Year 3 Benchmark: By June 2014, 100% of data will be backed up
Objective 9.3: By June 2014, adjust technology staffing to achieve a 1:1200 computer to technician ratio
Year 1 Benchmark: By June 2012, add 1 more technician
Year 2 Benchmark: By June 2013, add 1 more technician
Year 3 Benchmark: By June 2014, add 2 more technicians to achieve a 1:1200 computer to computer technician ratio
Objective 9.4: By June 2014, improve wireless network coverage to support growth of mobile learning devices
Year 1 Benchmark: By June 2012, improve coverage by 10%
Year 2 Benchmark: By June 2013, improve coverage by 15%
Year 3 Benchmark: By June 2014, improve coverage by 20%
Objective 9.5: By June 2014, replace 100% of all Windows 95/98 and Windows 2000 computers across the district
Year 1 Benchmark: By June 2012, replace 30% of the legacy/obsolete computers
Year 2 Benchmark: By June 2013, replace 70% of the legacy/obsolete computers
Year 3 Benchmark: By June 2014, replace 100% of the legacy/obsolete computers

Implementation Plan and Activities	Responsible Person	Time Line	Monitoring and Evaluation Activities
Determine priority list for centralizing school servers	CITO IT Supervisor IT Manager	As needed	Priority list
Schedule server migration with specific timelines	IT Supervisor IT Manager	As needed	Project Timeline
Determine priority list for backing up school servers	CITO IT Supervisor IT Manager	Spring, annually thereafter	Priority list
Schedule backup installation	IT Supervisor IT Manager	As needed	Schedule calendar

Hire additional IT staff	CITO IT Supervisor IT Manager	Annually as funding permits	Personnel requisitions
Wireless Site survey	CITO IT Supervisor IT Manager	Annually as funding permits	Survey report
Wireless Equipment Ordering	IT Manager IT Supervisor	As needed	Purchase Order
Wireless installation	IT Manager IT Supervisor	As needed	Wireless project schedule
Inventory all 95/98 computers in use	IT Manager IT Supervisor	Spring 2011	School Site Tech Plan
Order replacements	IT Manager IT Supervisor	Fall 2011	Purchase Order
Inventory all 2000 computers in use	IT Manager IT Supervisor	Fall 2011	School Site Tech Plan
Order replacements	IT Manager IT Supervisor	Summer 2012	Purchase Order

5d. Description of the process that will be used to monitor the annual benchmarks including roles and responsibilities.

Each goal and objective in section 5c has specific monitoring components embedded in it. Using the tools identified in the charts above, the CITO and IT Supervisor will collect data about each particular activity or benchmark. The core committee will review the data on a semi-annual basis and make recommendations for program modification.

6. Funding and Budget

6a. List of established and potential funding sources.

The district has acquired information technology and telecommunication infrastructure at all sites utilizing various funding sources. These sources include, but are not limited to:

- General Fund
- Building Funds (new construction)
- Qualified Zone Academy Bonds
- E-Rate
- California Teleconnect Fund (CTF) Discounts
- Federal Grants
- State Grants
- PTA Organizations
- K-12 Voucher Program
- Donations
- Foundations
- Partnerships
- Title II funds
- ARRA
- IB Competitive Grant

Dependent upon bid thresholds, technology related purchases and/or contracts are secured through CNUSD Board approved bids, Informal Requests for Proposals, or utilizing the Department of General Services' California Multiple Award Schedule (CMAS). As a cost-saving technique, the district has also implemented an off-lease computer purchase program. In addition, when evaluating new technology trends, the district includes cost as integral part of the evaluation process. For example, before renewing web content filtering and antivirus software annually, an evaluation is done to determine the most cost-effective solution that provides the same functionality.

The district will continue to use these funding sources and also seek out other grants and funding sources to allow it to expand and support technology for students and teachers in the classroom.

6b. Estimate annual implementation costs for the term of the plan.

All costs shown below are estimates based upon current and projected future expenditures and are dependent upon funding availability.

Budget Category		Description	2011 – 2012	2012 – 2013	2013 – 2014
1000-1999	Certificated Salaries*	Teachers on Assignment	\$200,000	\$220,000	\$255,000
1000-5999	Certificated Salaries / Outside Services*	Professional Development	\$70,000	\$100,000	\$150,000
2000-3999	Classified Salaries and Benefits	Additional Computer Technicians	\$63,000	\$126,000	\$252,000
		Current Technicians	400,000	400,000	400,000
4000-4999	Supplies / Equipment	ADFS Directory Sync Software	\$115,000	\$150,000	\$120,000
		Network Equipment	\$100,000	\$20,000	\$120,000
		Instructional Software	\$30,000	\$50,000	\$70,000
		New Computers (including replacements)	\$1,530,000	\$1,050,000	\$1,320,000
		Emerging Technologies	\$125,000	\$170,000	\$200,000
		SIS Reporting Services	\$90,000	\$120,000	\$120,000
		Wireless Infrastructure	\$1,500,000	\$1,500,000	\$1,500,000
5000-5999	Outside Services	Professional Services	\$100,000	\$80,000	
		Classroom Technology Professional Development	\$150,000	\$150,000	\$150,000
6000-6999	Capital Outlay	New Business System (Business Services and Human Resources)	\$1,200,000		
* Includes benefits					
Totals			\$5,583,000	\$4,056,000	\$4,657,000

6c. Description of the district's replacement policy for obsolete equipment.

Computers are replaced on an as needed basis throughout Corona-Norco Unified School District using the current minimum specifications and the allocation of funding as it becomes available. The age of a computer is not the only criteria in determining if a computer is obsolete. Computers which are unable to run district standardized software are considered obsolete. Equipment which is more expensive to repair than replace is also considered obsolete.

6d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.

The District's CITO and the IT Supervisor are responsible for the over-all implementation of the technology plan. They will make regular reports to the Assistant Superintendent of Executive Services on the status of the technology program. The Assistant Superintendent will in turn report to the Superintendent's cabinet. In addition, the CITO and the IT Supervisor will work with the Educational Technology Committee to monitor the progress and timelines of the technology plan's implementation, provide direction, review expenditures, examine funding and budget decisions, recommend corrective action, and develop an annual progress report. The committee is comprised of district administrators, school site administrators and teachers. The annual progress report will be disseminated to all stakeholders.

The monitoring of the district's progress in comparison with its original goals, timelines and expected expenditures is an important step in managing, updating, and continually improving the effectiveness of the plan. Monitoring the implementation of the plan is necessary to evaluate its effect. Monitoring also allows mid-course corrections if the implementation does not adhere to its schedule or expected costs. The monitoring and any needed adjustments can help justify the expenditures made in the past, increase the potential funds in the future, and discover whether the plan helped to produce the desired results.

7. Monitoring and Evaluation Component

7a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.

Each year, the members of the Central Writing Team, with the help of members from the Educational Technology Committee, will be responsible for reviewing the implementation and effectiveness of the Educational Technology Plan. Data from the EdTech Profile Technology Proficiency Survey, California Schools Technology Survey, California Standards Tests (CST) and other district assessment data will be used to make informed decisions and to determine attainment of established benchmarks and overall effectiveness of the plan. Monitoring and evaluation activities have been embedded in the implementation plans outlined in sections 3, 4, and 5.

7b. Schedule for evaluating the effect of plan implementation

Members of the Central Writing Team, with the help of the members of the Educational Technology Committee and other interested stakeholders, will review and evaluate the Educational Technology Plan on an annual basis. This review will take place in the fall of each school year under the supervision of the coordinators of Educational Technology and Information Technology.

7c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.

The Educational Technology Plan will be reviewed and evaluated for effectiveness in the fall of each school year. The focus of this review will be to look at the data collected from the previous year's measurement instruments. The measurement instruments will include but are not limited to the California Schools Technology Survey, the EdTech Profile Computer Proficiency Assessment, district assessment data, and CST test data. An annual report will be completed by the coordinators of Educational Technology and Information Technology and distributed to all appropriate stakeholder groups.

After the collection and distribution of data, the Educational Technology Committee will work with the Central Writing Team to make any necessary revisions to the plan. Any revisions will then be communicated and redistributed to all stakeholders.

8. Collaboration with Adult Literacy providers

8a. If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them.

Corona-Norco Unified School District is an adult education provider. The area of service of CNUSD Adult Education duplicates the boundaries of the district. All Adult Education instructional and administrative facilities are part of the district. Many of the students attending courses through Adult Education are parents or relatives of current CNUSD students. As such, Adult Education provides a powerful link between the district and the local community. Through this link with the community, the CNUSD Adult Education program has a positive impact on the lives and academic prowess of the district's students.

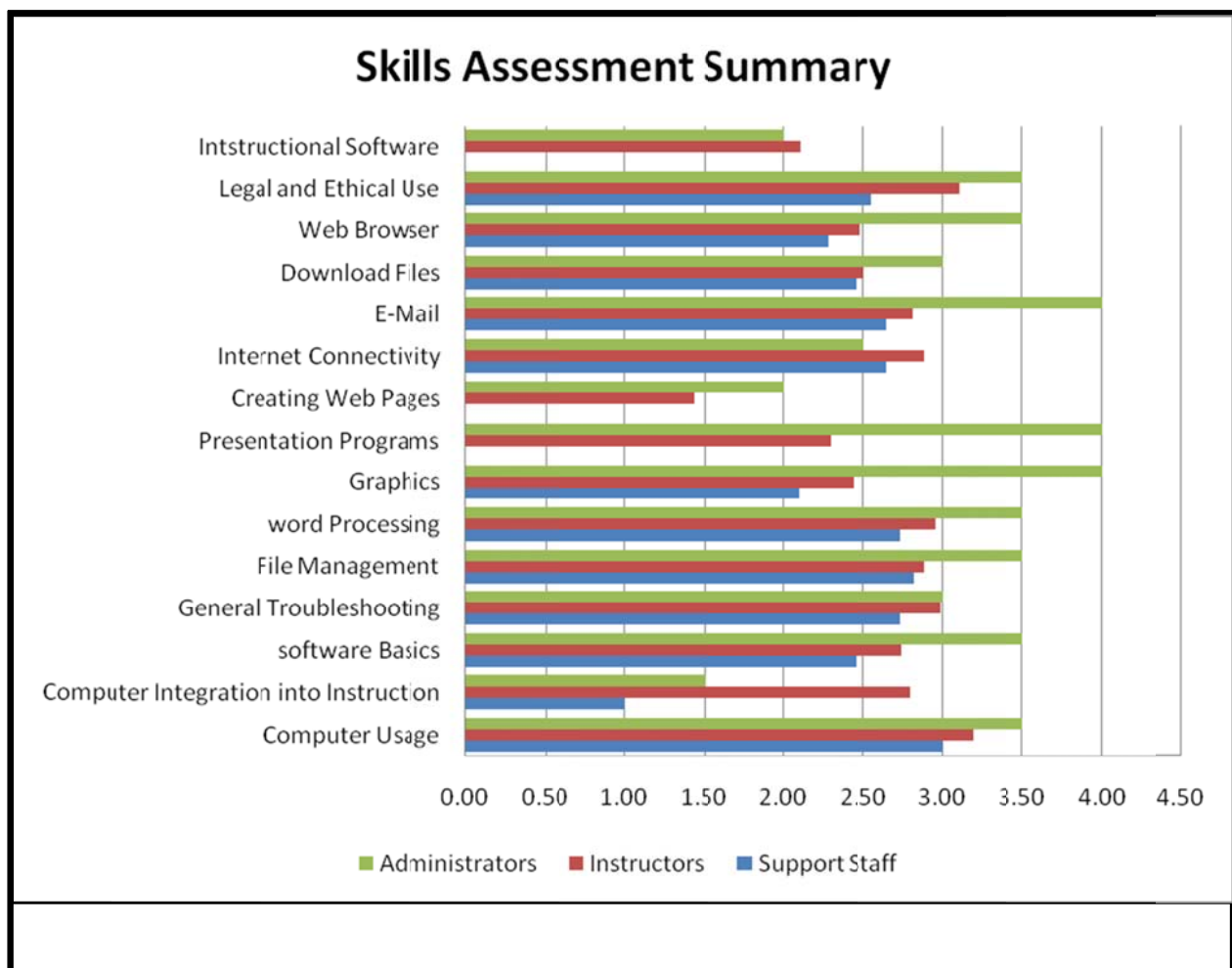
In concert with the CNUSD Education Technology Plan, Adult Education embodies the belief that every adult learner must be assured access to and use of modern technology and software applications. Through this access to technology, Adult Education supports learner achievement, enabling learners to be creative thinkers, effective communicators, and problem solvers. This leads to independent, competent and contributing members of family, a dynamic workforce and a global community.

CNUSD's Adult Education 5-year technology plan is state-approved and is updated annually to comply with EL Civics grant requirements. As outlined in this plan, all adult education facilities or facilities used by Adult Education both instructional and administrative are connected to the internet. The Internet is used by instructors and students for coursework, administrative purposes and independent learning projects. The greatest barriers to making use of technology for instruction are summarized in Table 22. A summary of Administrators, Instructors and Support Staff computer skill areas are displayed in Table 23. In concert with the CNUSD Educational Technology Plan, Adult Education has identified staff development on the use of technology as a high priority to reduce the skills gap between instructors and administrators.

Table 21 - Adult Education Barriers to Making Greater use of Technology For Instruction

Lack of financial resources for hardware	5
Lack of financial resources for software	4
Need for staff development	3
Lack of time for planning and implementation	4
Lack of information	3
Technical support for setup and repair	4
Facilities and space	4

Table 22 - Summary of Administrators, Instructors and Support Staff Computer Skill Areas



The Adult Education Technology Plan establishes needs, goals and objectives in the areas of hardware/ connectivity, Staff Development, Technical support, software and curriculum. In terms of hardware and connectivity, the Adult Education Technology plan has established the goal of improving access to various technologies for all students.

Currently Adult Education has purchased one mobile computer lab consisting of twenty-four laptop computers, a wireless access point and a printer. In addition, Adult Education maintains two state-of-the-art labs at Orange Grove High School. Adult Education also utilizes school site lab facilities throughout the CNUSD to serve the local community (see Table 24).

Regarding software, both lab facilities at Orange Grove high school are equipped with networked versions of Rosetta Stone software for ESL classes and The Oxford Picture Dictionary. Rosetta stone is also available at remote locations including Citrus Hills Intermediate, Home Gardens and Parkridge Elementary Schools (see Table 24). Adult Education also maintains a lab facility dedicated to OdysseyWare systems software to support the GED and high school subject classes.

To support the curricular needs of the CNUSD Adult Education program, relationships have been established not only with CNUSD schools but also other community organizations. A summary of schools and community organizations that host Adult Education classes are displayed in Table 24.

Table 23 – Community Organizations that Host Adult Ed Classes

Elementary School Sites
Coronita Elementary
Garretson Elementary
Home Gardens elementary
Parkridge School For The arts
Intermediate School Sites
Citrus Hills Intermediate
Raney Intermediate
High School Sites
Orange Grove high School
Orange Grove High School
Santiago high School
Norco High School
Corona High School
Older Adult Class Locations
Casa Grande Apartments
Crown Point Residence
Pleasant Care Facility
Senior Citizens Center
Other Community Classroom Sites
Classroom Annex
Corona Public Library

Corpus Christi Church
Fender Guitar Company

Adult Education is consistently exploring additional relationships with community organizations such as the Home Gardens and Norco libraries and other community organizations.

The goals established by Adult Education are consistent with sections 3 through 7 of the CNUSD Educational Technology Plan. Adult Education believes that the most critical of these goals is the curricular use of technology to enhance student learning and provide students in all program areas with the tools that they need to compete in the community and the workplace of the 21st century. A summary of Adult Education Technology goals is outlined in Table 25.

Table 24 - Adult Education Technology Goals

Curriculum
Provide students access to technology at a time and location convenient to them.
Work with CNUSD at satellite locations to use computer labs for the enrichment of student learning.
Explore relationships with community organizations to expand Vocational Technical Education courses at additional community locations.
Hardware and Connectivity
Continue to provide quality computer facilities with industry standard productivity software.
Expand technology infrastructure to enhance curricular areas
Software
Provide technology skills necessary to compete in the workplace
Utilize a technology rich curriculum to improve GED, ESL and CAHSSE test scores
Staff Development
Create annually a staff profile of technology strengths and development needs
Provide opportunities for training with agency instructional software
Have designate resource people available for helping staff with technology challenges and furnish one-on-one support for instructors and staff to implement new strategies
Inform and support staff for attending district and regional professional conferences and inland Counties Regional Resource Center (CALPRO) professional development workshops including EL civics Networking Group and TOPSpro Networking Group
Technical Support
Identify retain and use resources for technology support to maintain hardware and software systems

9. Effective, Research-Based Methods and Strategies

9a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.

The CNUSD Educational Technology Plan strives to integrate technology across all curricular areas and grade levels for all students to enhance student achievement and increase performance on student assessments. Development of the plan was guided by an analysis of existing state educational standards with particular emphasis placed on the core areas of Language Arts and Mathematics. Strong emphasis is also placed on building the technology tool skills necessary to compete in a technology-rich academic environment and a technological society. Underlying the implementation of technology as a learning tool, lies a foundation rich in staff development programs focusing on the continuing development of teacher and administrator tool skills and methods of curriculum integration. An extensive technology infrastructure and technical assistance support staff provide support for the goals outlined in the ETP. The development of the ETP was predicated on several cornerstones of research within the arena of educational technology and technology curriculum integration. The following is a summary of that research that guided the plan's development.

**Baker, Eva L.; (1999). The Secretary's Conference on Educational Technology:
*Technology: How Do We Know It Works?***

<http://www.ed.gov/Technology/reports.html> - 9

This report discusses whether the use of technology within learning environments produces increases in student achievement and how that growth can be measured. The report considers three goal areas that are critical to foster learning with technology: 1) Learning and use of technological tools for use in other areas of education to locate process and represent data. 2.) Using technology to address new goals which cannot be met any other way such as through simulations, distance learning or collaboration on-line. 3.) Using technology to deliver instructional opportunities that match the pace of and background of learners. Evaluation of program effectiveness is based on two

components: what provides the data and how decisions are made to continue or revise further action.

District Specific Analysis of how this research will be used

The ETP addresses the three critical areas through a variety of means. The technology learning continuum contains provisions with standards for providing students the necessary skills for utilizing technology to create presentations, write reports and conduct research. State content standards in the focus areas of Language Arts and Mathematics have been identified for all grade levels where the use of technology may facilitate or enhance learning. The recommended technology approach for many of these standards utilizes computer-based explorations or simulations. The ETP is designed to meet the needs of all learners. The ETP supports the use of technology-based curricular applications such as Accelerated Reader, Accelerated Math, and NovaNet, which allow teachers to individualize learning activities by focusing work at the learning level of the student. The ETP also includes methods and plans of action, which address needs of ESL, GATE and other special needs students.

Consistent with this research, every section of the ETP contains a mechanism for evaluation. Data is provided by a number of means including district level committees and panels and a variety of survey's returned to the Coordinator of Technology or individuals named in the ETP. Staff development effectiveness is assessed by increases in staff technology proficiency as summarized by the EdTech Profile proficiency assessment results. Having participants complete the appropriate EdTech Profile survey is an integral part of every staff development offering.

The ETP includes provisions for utilizing the Educational Technology Committee and other stakeholders on a yearly basis to analyze evaluation data. Based on this analysis, the committee will make recommendations to the Curriculum and Instruction Division of the school district through the Coordinator of Technology, revise the ETP, develop or modify goals and materials, and implement a plan of action consistent with the goals outlined in the ETP.

Goldman, Shelly; Cole, Karen; Syer, Christina. The Secretary's Conference on Educational Technology-1999; *Technology/Content Dilemma.*

<http://www.ed.gov/Technology/TechConf/1999/whitepapers/paper4.html>

This research seeks to address whether or not the application of instructional technology is actually transforming teaching and learning. Is the use of technology in content areas making it possible for students to achieve standards and go beyond? This paper summarizes much of the research that the Institute for Research on Learning has conducted related to educational technologies. The conclusions are that technologies can be used as a highly effective tool for representing complex and difficult learning objectives. Technology may also be used to teach basic concepts and can deliver these concepts to a wide range of learner capabilities improving student performance at all levels. However, for this to work, technology-integrated content must be content standards based and teachers must be given ample opportunity for professional development. The research discusses the “flash” factor, which occurs when technology becomes the focus, sacrificing content. Overcoming the flash factor requires ongoing professional development with emphasis on content presentation.

District Specific Analysis of how this research will be used

CNUSD recognizes that technology can be an effective tool in increasing student understanding in content areas, increasing achievement, and improving test scores. Technology also serves to bridge the divide between learning abilities, allowing low-performing students more learning opportunities and affording high-achieving students expanded opportunities. Technology integration within the core curriculum is tied directly to content standards and is detailed for the focus areas of mathematics and language arts on a standard-for-standard basis. The ETP also includes methods and plans of action, which address needs of ESL, GATE, and other special needs students.

The “flash factor” demonstrates that without the proper in-depth staff development, technology can actually hinder the learning of students by detracting from the content area. CNUSD recognizes the importance and need for ongoing staff development and has incorporated trainings into the ETP that include not only development of proficiency in the use of technology, but also in the integration of technology within the content areas.

Marzano, R, Pickering, D., and Pollock, J. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Virginia: Association for Supervision and Curriculum Development.

This book summarizes the research supporting a variety of instructional strategies with proven successes in improving student achievement. The research-based strategies include: 1) identifying similarities and differences; 2) summarizing and note-taking; 3) reinforcing effort and providing recognition; 4) homework and practice; 5) nonlinguistic representations; 6) cooperative learning; 7) setting objectives and providing feedback; 8) generating and testing hypotheses; and 9) cues, questions, and advance organizers.

District Specific Analysis of how this research will be used

The research notes that using graphic organizers and other types of nonlinguistic representations are important tools for mastering key concepts. Graphical representations are also key tools for supporting learning of new concepts and vocabulary. Simulation software is essential for helping students generate and test hypothesis more quickly and efficiently. Teacher presentations using such applications as PowerPoint in concert with a printed representation of the presentation aids in note taking and identification of key concepts.

Consistent with this research, technology aligned content standards in the focus areas of language arts and mathematics place particular emphasis on the development and use of computer-based graphic organizers and presentation software to map key

concepts in literature, aid in reading comprehension and assist in developing approaches to student research and topic consideration.

Staff development is consistent with this research, with goals focusing on the integration of technology into the curriculum.

CEO Forum. (2001, June). The CEO Forum school technology and readiness report: *Key building blocks for student achievement in the 21st century.*

<http://www.ceoforum.org/downloads/report4.pdf>

This four-year study explored four key findings: a) Educational Technology can improve student achievement; b) Technology has the greatest impact when it is integrated into the curriculum to achieve measurable educational objectives; c) Assessment needs to align with educational objectives and adequately measure 21st century skills; and d) School districts need to engage in continuous improvement strategies and measure these strategies' effectiveness. The CEO Forum proposes six recommendations for ensuring the nation's investment in educational technology: a) Focus educational technology investment on specific educational objectives; b) Make the development of 21st century skills a key educational goal; c) Align student assessment with educational objectives, and include 21st century skills; d) Adopt continuous improvement strategies to measure progress and adjust accordingly; e) Increase investment in research and development and dissemination; and f) Ensure equitable access to technology for all students.

District Specific Analysis of how this research will be used

Consistent with these findings, the CNUSD ETP does focus on increasing student performance by utilizing technology to support teaching of state standards. The curriculum integration section of the district's plan is aligned directly with state content

standards and includes a variety of means for assessing improvement and achievement of learning outcomes. The ETP provides guidance and support for teachers using technology in the classroom through ongoing staff development opportunities. Attention is directed to providing access to all students, including English learners and special needs populations. The CNUSD technology plan also includes provisions for data collection and evaluation of the plan's effectiveness in reaching its goals. The ETP also contains provisions for analysis of the plans effectiveness through data analysis and ongoing review of new research.

Factors that Affect the Effective Use of Technology for Teaching and Learning:

Report available on line at <http://www.seirtec.org/publications/lessondoc.html>

This report summarizes three years of work by SEIR*TEC working with schools to develop technology-based curriculum, staff development and infrastructure. The report makes nine conclusions regarding technology integration: 1) Leadership is a key ingredient; 2) Vision is critical; 3) Technology Integration is a slow process; 4) Not everyone will "buy in"; 5) Effective technology integration requires changes in teaching style; 6) Access to expertise is essential; 7) Different populations have different barriers to using technology; 8) In some schools infrastructure is a problem; and 9) Educators can benefit from the ability to gauge their own progress.

District Specific Analysis of how this research will be used

The CNUSD ETP is consistent with these conclusions in several ways. First, CNUSD recognizes that technology leadership is essential for integration into the curriculum. The report points out that site administrators are key in promoting technology-curriculum goals. To address this, the ETP contains goals which focus on increasing the proficiency levels of teachers and administrators. Goals and objectives in Section 4 are set forth to provide professional development opportunities for teachers and administrators to increase their proficiency levels.

Second, CNUSD recognizes the necessity of a consistent infrastructure. The ETP contains a breakdown of the current state of the district's technology infrastructure and presents an action plan for those schools that do not meet the standards defined by the ETP.

Third, CNUSD recognizes that technology integration is a slow process and includes provisions for ongoing, repetitive and follow-up staff development throughout the length of the ETP to allow staff the opportunity to reinforce and expand their technology skills.

Fourth and consistent with the report, all staff development outlined in the ETP requires participants to take part in the EdTech Profile on-line proficiency assessment. Using the results of this assessment, educators can gauge their own progress while providing the planning committee data to refine staff development offerings.

WestEd Regional Technology in Education Consortium (June 2002). The Learning Return on our Educational Technology Investment.

This report is concerned with the considerable investment that has been made in educational technology. The report presents a summary of major research findings and attempts to draw out how to make the most of technology resources. The paper finds six critical "lessons" learned from technology use in education. Of the six "crucial elements" for successfully using technology in education, the ETP focuses on four: teachers must be adequately trained in the use of technology; technology should be integrated into the curricular and instructional framework; technology must be sufficient and accessible; and technology use requires long-term planning.

District Specific Analysis of how this research will be used

To address the crucial elements, the implementation plan set forth in section 4 calls for a schedule for rigorous staff development with clear and definite goals based on criteria

and standards established by CTAP and ISTE NETS. Integration of technology into the curriculum is based on state standards and includes additional district-derived standards for learner acquisition of technology tool skills. To make technology accessible, CNUSD has developed guidelines for student-to-computer ratios for all new and existing schools and has established a recommended list of hardware and software that should be available at all school sites. These recommendations are updated on an on-going basis as new technology becomes available. CNUSD continues to refine its technology infrastructure and improve its network bandwidth to better meet the needs of the learning environment, while expanding a technical support staff to meet the demands of the infrastructure.

With respect to long-term planning, the report notes that often software, hardware acquisition and technology plans lack a clear and defined vision, and that few provisions are made for continued support and replacement of technology once it is available within a district. In the development of the ETP, CNUSD recognizes the necessity of a clear and well-defined vision of technology utilization. All software and hardware purchases must align to state standards and be evaluated based on their instructional value. Software evaluation is coordinated by the Coordinator of Technology by using the CLRN clearinghouse website for software assessment. New hardware purchases must be approved by the technology department to ensure their compatibility with district standards, infrastructure, and educational goals. The ETP includes provisions for ongoing technical support, including a required three year warranty on all hardware purchases and well-defined guidelines for maintaining a district technical support staff. The ETP also includes guidelines for the retirement and replacement of computer hardware.

9b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.

Remote Applications

The District utilizes ***RSA tokens*** to facilitate the access to applications provided by the district from any computer connected to the Internet. Current applications published through RSA, by the district, include Zangle Teacher application.

On-line courses

The CNUSD is currently in partnership with four on-line accredited high schools to provide distance learning opportunities for our students. These schools include the Laurel Springs School, UC College Prep (UCCP), Halstrom High School, and Allied National High School. Each of these schools has received its Western Association of Schools and Colleges (WASC) accreditation, thus allowing our students to receive a high-quality education in a home environment while still earning a high school diploma and meeting A-G requirements.

In addition to these on-line high schools, our district schools subscribe to many web-based and computer-based courses. The OdysseyWare program allows our students to participate in credit recovery through on-line courses. The Read 180 computer-based literacy program helps students improve their reading comprehension and vocabulary skills.

Video conferencing

At the present time, the district is promoting the use of video conferencing using Microsoft Live Meeting. The districts network bandwidth has been improved to support video conferencing throughout the district. The limitation has been inadequate supply of cameras and the existence of old Win 98 and Win 2000 PCs.

Emerging Technologies

In addition to the items above, the district continues to explore and pilot emerging technologies.

Appendix C – Criteria for EETT Funded Technology Plans

In order to be approved, a technology plan needs to have “Adequately Addressed” each of the following criteria:

- *For corresponding EETT Requirements, see the EETT Technology Plan Requirements (Appendix D).*
- *Include this form (Appendix C) with “Page in District Plan” completed at the end of your technology plan.*

1. PLAN DURATION CRITERION	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
The plan should guide the district’s use of education technology for the next three to five years. (For a new plan, can include technology plan development in the first year)	6	The technology plan describes the districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). Specific start and end dates are recorded (7/1/xx to 6/30/xx).	The plan is less than three years or more than five years in length. Plan duration is 2008-11.
2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 and 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Not Adequately Addressed
Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.	7	The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows that the district actively sought participation from a variety of stakeholders.

3. CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, 12 (Appx D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	9	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.
b. Description of the district's current use of hardware and software to support teaching and learning.	11	The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
c. Summary of the district's curricular goals that are supported by this tech plan.	22	The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s).	The plan does not summarize district curricular goals.
d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.	30	The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.	36	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.	The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.
f. List of goals and an implementation plan	39	The plan describes or delineates clear goals	The plan suggests that students will be educated in

that describe how the district will address the appropriate and ethical use of information technology in the classroom so that teachers and students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism (AB 307)		outlining how students will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading (as stated in AB 307).	the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.
g. List of goals and an implementation plan that describe how the district will address Internet safety, including how to protect online privacy and avoid online predators. (AB 307)	40	The plan describes or delineates clear goals outlining how students will be educated about Internet safety (as stated in AB 307).	The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals.
h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.	41	The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.	The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and	47	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.

supportive of teachers' efforts to meet individual student academic needs.			
j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.	49	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.	52	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.

4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 and 12 (Appendix D).	Page in District Plan 53	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.	53	The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include CTC Standard 9 and 16 proficiencies.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.
b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d through 3j) of the plan.	65	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d through 3j) of the plan.	The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.
c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.	70	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12 (Appendix D).	Page in District Plan 71	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 & 4) of the plan.	72	The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.	The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.
b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.	81	The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development Components.	The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.
c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support	84	The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.	The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.

the other plan components as identified in Section 5b.			
d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.	86	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

6. FUNDING AND BUDGET COMPONENT CRITERIA Corresponding EETT Requirement(s): 7 & 13, (Appendix D)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. List established and potential funding sources.	87	The plan clearly describes resources that are available or could be obtained to implement the plan.	Resources to implement the plan are not clearly identified or are so general as to be useless.
b. Estimate annual implementation costs for the term of the plan.	88	Cost estimates are reasonable and address the total cost of ownership, including the costs to implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c. Describe the district's replacement policy for obsolete equipment.	89	Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.	89	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

7. MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan 90	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.	90	The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
b. Schedule for evaluating the effect of plan implementation.	90	Evaluation timeline is specific and realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.	90	The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.

8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan 92	Example of Adequately Addressed	Example of Not Adequately Addressed
If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)		The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach	There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.

		efforts.	
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9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 and 9 (Appendix D).	Page in District Plan 96	Example of Adequately Addressed	Not Adequately Addressed
a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.	96	The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.
b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.	104	The plan describes the process the district will use to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	There is no plan to use technology to extend or supplement the district's curriculum offerings.

Appendix I

Education Technology Plan Benchmark Review

For the grant period ending June 30, 2011

CDS # 33-67033

District Name: Corona-Norco Unified School District

The No Child Left Behind Act requires each EETT grant recipient to measure the performance of their educational technology implementation plan. To adhere to these requirements, describe the progress towards the goals and benchmarks in your technology plan as specified below. The information provided will enable the technology plan reviewer better to evaluate the revised technology plan and will serve as a basis should the district be selected for a random EETT review. Include this completed document in your revised technology plan and send the signed hard copy to your regional California Technology Assistance Project (CTAP) office or the California Department of Education (CDE).

Describe your district's progress in meeting the goals and specific implementation plan for using technology to improve teaching and learning as described in Section 3.d., Curriculum Component Criteria, of the EETT technology plan criteria described in Appendix C (Provide descriptive narrative in 1-3 paragraphs).

Corona-Norco Unified School District's previous technology plan covered the period from July 1, 2008 – June 30, 2011. This plan outlined goals in the areas of student achievement, acquisition of technology skills, home/school communication, and professional development. In addition, it outlined implementation plans to address infrastructure needs to support these goals.

Throughout the duration of the plan, the district has shown steady improvement in student achievement. The district's API continues to increase, with it improving from 746 to 758 during this time period. In addition, the district continues to meet its annual AYP targets and increase the number of first-time test taking passing the California High School Exit Exam (CAHSEE). These accomplishments are impressive considering the district's enrollment has grown over 5,000 students during the same time period and still continues to grow.

The district has met many of the goals it set for itself in the previous Educational Technology Plan. The district now has in place a variety of instructional software programs utilized by the sites to increase student achievement. Accelerated Reader and Accelerated Math and used by many school sites as intervention materials. Rosetta Stone has been implemented throughout the district to assist students and parents in language acquisition and development. Read 180 is being used at all levels to assist students with reading comprehension. The high schools have implemented the Nova Net, on-line credit recovery software program to provide students with

additional options to retake classes needed to meet graduation requirements. During this time period, the district has met its goal to increase bandwidth to improve Internet access and Internet use as a research tool. Additional T1 lines have been added and fiber optics is now in place at the high schools to increase speed and functionality. Data Director is currently being implemented to allow for an increased ability to monitor individual student performances and progress.

As with any plan, there are areas that need continued development. Corona-Norco continues to build its professional development offerings, is working towards uniform software deployments, and continues to investigate funding sources to update hardware and software at all school sites.

Describe your district's progress in meeting the goals and specific implementation plan for providing professional development opportunities based on the needs assessment and the Curriculum Component goals, benchmarks and timeline as described in Section 4.b., Professional Development Component Criteria, of the EETT technology plan criteria described in Appendix C (Provide descriptive narrative in 1-3 paragraphs).

Corona-Norco Unified School District's previous ETP included goals and objectives for professional development. Those goals were centered on the technology proficiency levels of teachers and administrators. They were based on nine categories assessed on the CTAP² technology proficiency survey – 1) General computer knowledge and skills, 2) Internet, 3) e-mail, 4) word processing, 5) publishing, 6) database, 7) spreadsheet, 8) presentation software, 9) Instructional technology. The data in the previous plan indicated that teachers and administrators were in the intermediate level in 4 of the 9 categories and in the introductory level in the other five levels. The data from this year's EdTech profile survey indicates that our teachers continue to increase their technology proficiency levels. Although the EdTech survey now only broken down into seven sub-categories instead of nine, the data shows that our teachers and administrators reported that they are in the intermediate level in Internet skills, presentation skills, spreadsheet software skills, and database software skills and in the proficiency level in general computer knowledge and skills, e-mail skills, and word processing skills. There were no categories in the introductory level.

Professional development opportunities for all teachers unfortunately depend on sufficient funding to support. Recently, lack of funding has reduced the number of in-service opportunities for all teachers. However, EETT-C funding has allowed the District to provide a variety of professional development opportunities for Language Arts teachers at the intermediate level. All teachers are invited and encouraged to attend these trainings, but funds only allow a small portion to be reimbursed for their time.

The applicant certifies that the information described above is accurate as of the date of this document. Should the applicant be selected for a random EETT review, the information stated above will be supported by adequate documentation.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

PRINTED NAME OF AUTHORIZED REPRESENTATIVE: _____

TITLE OF AUTHORIZED REPRESENTATIVE: Chief Technology Officer

SIGNATURE _____ DATE 11/17/10

Appendix N

NETS Standards for Students, Teachers and Administrators

NETS for Students

National Educational Technology Standards for Students: The Next Generation

“What students should know and be able to do to learn effectively and live productively in an increasingly digital world ...”

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- a. apply existing knowledge to generate new ideas, products, or processes.
- b. create original works as a means of personal or group expression.
- c. use models and simulations to explore complex systems and issues.
- d. identify trends and forecast possibilities.

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- a. interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- c. develop cultural understanding and global awareness by engaging with learners of other cultures.
- d. contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

- a. plan strategies to guide inquiry.
- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- d. process data and report results.

4. Critical Thinking, Problem-Solving & Decision-Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources. Students:

- a. identify and define authentic problems and significant questions for investigation.
- b. plan and manage activities to develop a solution or complete a project.
- c. collect and analyze data to identify solutions and/or make informed decisions.
- d. use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- a. advocate and practice safe, legal, and responsible use of information and technology.
- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c. demonstrate personal responsibility for lifelong learning.
- d. exhibit leadership for digital citizenship.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems and operations. Students:

- a. understand and use technology systems.
- b. select and use applications effectively and productively.
- c. troubleshoot systems and applications.
- d. transfer current knowledge to learning of new technologies.

Performance Indicators

A major component of the NETS Project is the development of a general set of profiles describing technology-literate students at key developmental points in their pre-college education. These profiles reflect the underlying assumption that all students should have the opportunity to develop technology skills that support learning, personal productivity, decision making, and daily life. These profiles and associated standards provide a framework for preparing students to be lifelong learners who make informed decisions about the role of technology in their lives.

The Profiles for Technology Literate Students provide performance indicators describing the technology competence students should exhibit upon completion of the following grade ranges:

- Grades Pre-K - 2
- Grades 3 - 5
- Grades 6 - 8
- Grades 9 - 12

These profiles are indicators of achievement at certain stages in PreK-12 education. They assume that technology skills are developed by coordinated activities that support learning throughout a student's education. These skills are to be introduced, reinforced, and finally mastered, and thus, integrated into an individual's personal learning and social framework. They represent essential, realistic, and attainable goals for lifelong learning and a productive citizenry. The standards and performance indicators are based on input and feedback from educational technology experts as well as parents, teachers, and curriculum experts. In addition, they reflect information collected from professional literature and local, state, and national documents.

GRADES PRE K - 2

Performance Indicators:

All students should have opportunities to demonstrate the following performances. Prior to completion of Grade 2 students will:

1. Use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audiotapes, and other technologies. (1)

2. Use a variety of media and technology resources for directed and independent learning activities. (1, 3)
3. Communicate about technology using developmentally appropriate and accurate terminology. (1)
4. Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning. (1)
5. Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom. (2)
6. Demonstrate positive social and ethical behaviors when using technology. (2)
7. Practice responsible use of technology systems and software. (2)
8. Create developmentally appropriate multimedia products with support from teachers, family members, or student partners. (3)
9. Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories. (3, 4, 5, 6)
10. Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners. (4)

Numbers in parentheses following each performance indicator refer to the standards category to which the performance is linked. The categories are:

1. Basic operations and concepts
2. Social, ethical, and human issues
3. Technology productivity tools
4. Technology communications tools
5. Technology research tools
6. Technology problem-solving and decision-making tools

GRADES 3 - 5

Performance Indicators:

All students should have opportunities to demonstrate the following performances. Prior to completion of Grade 5 students will:

1. Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively. (1)
2. Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide. (1, 2)
3. Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use. (2)
4. Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum. (3)
5. Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. (3, 4)
6. Use telecommunications efficiently and effectively to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests. (4)

7. Use telecommunications and online resources (e.g., e-mail, online discussions, Web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom. (4, 5)
8. Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities. (5, 6)
9. Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems. (5, 6)
10. Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources. (6)

Numbers in parentheses following each performance indicator refer to the standards category to which the performance is linked. The categories are:

1. Basic operations and concepts
2. Social, ethical, and human issues
3. Technology productivity tools
4. Technology communications tools
5. Technology research tools
6. Technology problem-solving and decision-making tools

GRADES 6 - 8

Performance Indicators:

All students should have opportunities to demonstrate the following performances. Prior to completion of Grade 8 students will:

1. Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use. (1)
2. Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society. (2)
3. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse. (2)
4. Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research. (3, 5)
5. Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum. (3, 6)
6. Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. (4, 5, 6)
7. Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom. (4, 5)
8. Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems. (5, 6)
9. Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving. (1, 6)
10. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems. (2, 5, 6)

Numbers in parentheses following each performance indicator refer to the standards category to which the performance is linked. The categories are:

1. Basic operations and concepts
2. Social, ethical, and human issues
3. Technology productivity tools
4. Technology communications tools
5. Technology research tools
6. Technology problem-solving and decision-making tools

GRADES 9 - 12

Performance Indicators:

All students should have opportunities to demonstrate the following performances. Prior to completion of Grade 12 students will:

1. Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs. (2)
2. Make informed choices among technology systems, resources, and services. (1, 2)
3. Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole. (2)
4. Demonstrate and advocate for legal and ethical behaviors among peers, family, and community regarding the use of technology and information. (2)
5. Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence). (3, 4)
6. Evaluate technology-based options, including distance and distributed education, for lifelong learning. (5)
7. Routinely and efficiently use online information resources to meet needs for collaboration, research, publication, communication, and productivity. (4, 5, 6)
8. Select and apply technology tools for research, information analysis, problem solving, and decision making in content learning. (4, 5)
9. Investigate and apply expert systems, intelligent agents, and simulations in real-world situations. (3, 5, 6)
10. Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works. (4, 5, 6)

Numbers in parentheses following each performance indicator refer to the standards category to which the performance is linked. The categories are:

1. Basic operations and concepts
2. Social, ethical, and human issues
3. Technology productivity tools
4. Technology communications tools
5. Technology research tools
6. Technology problem-solving and decision-making tools

NETS for Teachers

ISTE NATIONAL EDUCATIONAL TECHNOLOGY STANDARDS (NETS) AND PERFORMANCE INDICATORS FOR TEACHERS

All classroom teachers should be prepared to meet the following standards and performance indicators.

I. TECHNOLOGY OPERATIONS AND CONCEPTS

Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:

- A. demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the *ISTE National Educational Technology Standards for Students*).
- B. demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

II. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES

Teachers plan and design effective learning environments and experiences supported by technology. Teachers:

- A. design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
- B. apply current research on teaching and learning with technology when planning learning environments and experiences.
- C. identify and locate technology resources and evaluate them for accuracy and suitability.
- D. plan for the management of technology resources within the context of learning activities.
- E. plan strategies to manage student learning in a technology-enhanced environment.

III. TEACHING, LEARNING, AND THE CURRICULUM

Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. Teachers:

- A. facilitate technology-enhanced experiences that address content standards and student technology standards.
- B. use technology to support learner-centered strategies that address the diverse needs of students.
- C. apply technology to develop students' higher order skills and creativity.
- D. manage student learning activities in a technology-enhanced environment.

IV. ASSESSMENT AND EVALUATION

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:

- A. apply technology in assessing student learning of subject matter using a variety of assessment techniques.
- B. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
- C. apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

V. PRODUCTIVITY AND PROFESSIONAL PRACTICE

Teachers use technology to enhance their productivity and professional practice. Teachers:

- A. use technology resources to engage in ongoing professional development and lifelong learning.
- B. continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
- C. apply technology to increase productivity.
- D. use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

VI. SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply that understanding in practice. Teachers:

- A. model and teach legal and ethical practice related to technology use.
- B. apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
- C. identify and use technology resources that affirm diversity.
- D. promote safe and healthy use of technology resources.
- E. facilitate equitable access to technology resources for all students.

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NETS for Administrators

Technology Standards for School Administrators Framework, Standards, and Performance Indicators

- I. Leadership and Vision** – Educational leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision.

Educational leaders:

- A. facilitate the shared development by all stakeholders of a vision for technology use and widely communicate that vision.
- B. maintain an inclusive and cohesive process to develop, implement, and monitor a dynamic, long-range, and systemic technology plan to achieve the vision.
- C. foster and nurture a culture of responsible risk-taking and advocate policies promoting continuous innovation with technology.
- D. use data in making leadership decisions.
- E. advocate for research-based effective practices in use of technology.
- F. advocate on the state and national levels for policies, programs, and funding opportunities that support implementation of the district technology plan.

- II. Learning and Teaching** – Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching.

Educational leaders:

- A. identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement.
- B. facilitate and support collaborative technology-enriched learning environments conducive to innovation for improved learning.
- C. provide for learner-centered environments that use technology to meet the individual and diverse needs of learners.
- D. facilitate the use of technologies to support and enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills.
- E. provide for and ensure that faculty and staff take advantage of quality professional learning opportunities for improved learning and teaching with technology.

- III. Productivity and Professional Practice** – Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others.

Educational leaders:

- A. model the routine, intentional, and effective use of technology.
- B. employ technology for communication and collaboration among colleagues, staff, parents, students, and the larger community.
- C. create and participate in learning communities that stimulate, nurture, and support faculty and staff in using technology for improved productivity.
- D. engage in sustained, job-related professional learning using technology resources.
- E. maintain awareness of emerging technologies and their potential uses in education.
- F. use technology to advance organizational improvement.

Appendix O – Table of Figures

Figure 1	Student to Computer Ratios.....	10
Figure 2	Location of Student Technology Use for Classroom Assignments.....	11
Figure 3	Computer Age.....	41
Figure 4	Technology Assessment Profile: Main Summary	53
Figure 5	Computer Knowledge and Skills Sub Categories.....	54
Figure 6	General Computer Knowledge and Skills: Proficiency Breakdown.....	55
Figure 7	Standard 9 – Using Technology in the Classroom.....	55
Figure 8	Standard 9 – Using Technology in the Classroom: Proficiency Breakdown.....	56
Figure 9	Standard 16 – Using Technology to Support Student Learning.....	58
Figure 10	Standard 16 – Using technology to Support Student Learning: Proficiency by Standards.....	59
Figure 11	General Computer Knowledge and Skills: Proficiency Breakdown (Administrators).....	60
Figure 12	Computer Knowledge and Skills: Sub Categories (Administrators).....	61
Figure 13	Administrators Use of Technology: Results from School Technology Survey.....	62
Figure 14	Hours of Formal Professional Development.....	63
Figure 15	Professional Development Needs Assessment.....	64
Figure 16	Location of Technology Trainings.....	65
Figure 18	Student to Computers Ratios.....	72
Figure 19	Computers Connected to the Internet.....	73
Figure 20	Average Hardware Fix Time.....	81
Figure 21	Technical Support Staff.....	82

Appendix P – Document Tables

Table 1	CNUSD School Sites.....	4
Table 2	Population Percentages by Ethnicity.....	5
Table 3	Certificated Staff and Per Pupil Rations.....	5
Table 4	Average Class Size.....	6
Table 5	Academic Performance Index Growth.....	6
Table 7	CNUSD Board of Education.....	7
Table 8	Central Writing Team.....	7
Table 9	Educational Technology Committee.....	8
Table 10	Additional Stakeholders.....	8
Table 11	Use of Technology Tools in the Classroom.....	12
Table 12	Use of Technology to Support and Improve Home/ School Communication.....	13
Table 13	Assignments That Involve Using Technologies.....	14
Table 14	Technology Used to Complete Classroom Assignments.....	15
Table 15	Use of Technology Tools in School.....	16
Table 16	Use of Technology for Classroom Instruction.....	17
Table 17	Use of Technology Tools in Subject Areas.....	18
Table 18	Technology Tools and Their Impact on Learning.....	19
Table 19	Professional Development Needs for Using Technology to Enhance Teaching and Promote Learning.....	66
Table 20	WAN and Bandwidth Connections.....	77
Table 21	Network Connections.....	86
Table 22	Adult Education Barriers to Making Greater Use of Technology for Instruction.....	96
Table 23	Summary of Adult education Administration, Instructors, and Support Staff Computer Skill Areas	96
Table 24	Community Organizations that Host Adult Ed Classes	97
Table 25	Adult Ed technology Goals.....	98

Appendix Q - Minimum Computer Standards

Minimum Hardware Standards – New

The following information pertains to the type of computer hardware a teacher or student would need for the classroom:

Standard Computer (Windows Platform) – estimated \$1,200.00

- ◆ Processor speed - 1.86 GHz or greater
- ◆ Memory – 2 GB or greater
- ◆ Hard disk – 80 GB or greater
- ◆ Optical drive – DVD+/-RW
- ◆ Keyboard – USB Standard Keyboard
- ◆ Mouse – USB 2-Button Optical Scroll Mouse
- ◆ Display – 19” LCD Flat Panel Monitor – Analog/Digital
- ◆ Operating System – Microsoft Windows 7 Professional
- ◆ Other Software – Office Professional 2010

Minimum Hardware Standards – Donated

PROPOSED COMPUTER DONATIONS POLICY

When a school or the district receives an inquiry about donating computer equipment to a school, review the minimum standards. It is important for computer donations to be of the PC Windows platform, compatible with existing equipment and software, simple and inexpensive to maintain and upgrade, and connected easily to the school's network.

The minimum standards for donation acceptance are a PC that is in good operating condition and:

- Running Windows XP, or better
- CD-ROM drive, processor speed of 1.8 gigahertz (GHz) or greater
- Ram of 512 megabytes or better

- Hard disk size of 40 gigabytes or more
- 15" or larger LCD Flat Panel monitor, keyboard and mouse

School Wiring Requirements

Communications wiring among the schools and across the school district needs to be consistent. Each school should be wired as described below:

Each classroom should have at least two network ports, the library media center will have at least 12 outlets (RJ-45 wall jack) for computers with individual Ethernet connections. All wiring within a building (premise wiring) will be "unshielded twisted pair" (UTP) wire that meets the Electronic Industries Association category 5 standards for high-speed data communication service. All connections and patch panels will meet category 5 standards. All cabling between buildings will use fiber optics. The topology will be a "star" where each computer is wired directly to a 10/100/1000 switch in a wiring closet within each building, and a star topology where optical fiber from each building connects to the central switch on campus.

Appendix R

